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ABSTRACT

Information concerning the Washington-based Women's Equity Action League (WEAL), its legislative recommendations, and internship program is presented. Excerpts from Title IX sections applying to sport and a memorandum from the Department of Health, Education, and Welfare (HEW) regarding the legal obligations of school officials are included, as well as an outline of action required by schools to eliminate sex discrimination from athletic programs. A model letter of complaint and a description of HEW's prescribed response are given. A list of organizations concerned with women and girls in sport, a selected bibliography of children's books, an extensive general bibliography, and an annotated compilation of audiovisual materials are all included in this kit. A questionnaire designed to monitor users' needs and two overview papers on the general issue of educational finance, school sport, and sex discrimination complete the material. (LH)

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A WEAL FUND KIT

ED179492

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Women in Sports

SPRING 1977

"The idea that men and boys do while women and girls watch is a pervasive one in our culture and one that is potentially harmful to both boys and girls. Although sex-role stereotyping occurs at all levels of activity from career choices to household tasks to treatment of children in the schools, nowhere is the dichotomy more apparent than in sports."

From "A Feminist Looks at Sports" by Phyllis Z. Boring

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Chart, "Federal Laws and Regulations Concerning Sex Discrimination in Educational Institutions," June 1977, too large to reproduce by EDRS. Available from WEAL Fund.

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May 1977

Dear Colleagues:

"Give girls and women a sporting chance!" "God bless Title IX!" Inspired by these two slogans WEAL Fund volunteers began to collect information about relevant issues, special projects, and the constantly changing status of women and girls in physical education and sports. Some of this information is synthesized and presented in this updated Women in Sports Kit. More remains in our files, in our notebook of newspaper clippings from throughout the country, and in our notes and memories of correspondence and conversations.

There are no easy answers for a problem as pervasive and as complex and as intricate as discrimination against women and girls in sports. Nevertheless there are many things that you can do, individually and with others, to bring about changes that will contribute to the movement for equity. This Kit includes information and ideas to make your efforts more forceful and effective. It will enable you to identify or develop the best strategies for your school or community.

In the first section of this Kit you will find an excellent overview paper by Phyllis Boring, a former member of the WEAL Board, entitled "A Feminist Looks at Sports." "Equal Opportunity vs. Intercollegiate Football" is another paper by Boring that will stimulate your thinking. We also thought you would want to know about the recommendations on Women in Sports presented in January 1977 by the President's Commission on Olympic Sports, so we reprinted them. In addition, we include some information about WEAL Fund, what we do, how we do it, and other materials that we publish. There are brief papers that describe some of the things that WEAL has done and some of the things that you can do as an individual or as part of an informal group, a committee, or an organization.

There is an account of the Title IX sections applying to sport and a copy of a memorandum from HEW about the legal obligations of school officials to eliminate sex discrimination from athletic programs. There is also an

article from the Project on the Status and Education of Women that answers "No" to the question "Will Title IX Ruin Intercollegiate Sports?" In addition, we provide an outline of some of the actions institutions must take under Title IX. Furthermore, because this law prohibits sex discrimination in employment by educational institutions receiving federal aid, we have information about what is required with regard to policies for pregnancy and child-bearing leaves. Though filing a Title IX complaint is often not the best or most effective way to address inequities, this Kit contains a model letter of complaint and a description of how complaints are supposed to be processed by HEW.

The final section of the Kit includes information about resources and offers a list of organizations concerned with women and girls in sports, a selected bibliography of fiction and non-fiction books for children, an extensive general bibliography, and an annotated compilation of audio-visual materials, mostly films. Last of all is a chart of federal laws and regulations prohibiting sex discrimination and a questionnaire that we urge you to complete and return so that we can modify the contents of the Women in Sports Kit to better meet your needs.

Many individuals contributed to the development and production of this Kit. Arvonne Fraser deserves special appreciation for sharing her ideas and enthusiasm.

Bert Hartry, WEAL Fund Board member and consultant to the sports project, provided thoughtful and patient guidance and direction throughout the entire effort; she played an important role in identifying, selecting, and shaping the contents. And she wrote many sections including the extensive bibliography, the list of audio-visual resources, and the narrative descriptions of what has been and can be done by individuals and organizations.

Interns who also made substantial contributions to the Kit include Mary Dockry, Suzanne Caron, Melinda Martin, Margo Berch, and Adrienne Lever. Individually and together they collected and organized the background information and helped develop the list of organizations and the bibliography of children's books.

We also appreciate the encouragement of Mariam Chamberlain, program officer at the Ford Foundation for the grant which supports the WEAL Fund intern program. Neither she nor the Ford Foundation endorses or assumes responsibility for this publication.

Finally, to Jo Lee Davis--who cheerfully performed and coordinated much of the work that went into this effort by rising above countless frustrations--very special thanks.

For equity,

Carol Parr

Carol Parr
Director, Intern Program

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INTERN PROGRAM IN WASHINGTON

WEAL FUND -- the Women's Equity Action League Educational and Legal Defense Fund -- conducts an Intern Program offering work opportunities in Washington, DC for students and other individuals who are interested in a short-term work experience. The program is funded by a grant from the Ford Foundation.

WEAL FUND's goal is to secure legal and economic rights for women by carrying on educational and research projects in the area of sex discrimination, by monitoring the implementation and enforcement of civil rights and other laws, and by initiating and supporting law suits in the field of equal rights.

Current projects include analyzing women's access to fellowships and training opportunities, developing a sports clearinghouse, monitoring the status and role of women in the military, working on the Decade for Women and the International Project, and cooperating with other public interest groups monitoring administrative policy developments especially in education and employment. Within each of these broad areas interns will be assisted in selecting specific projects that are of interest to the intern and of importance to WEAL FUND in meeting its objectives. These projects plus the organizational and administrative training and experience that are essential elements in the program will provide interns with the opportunity to develop,

(more)

sharpen and use skills while contributing to the public interest and helping to secure equal rights for all.

Internships will be available on a part-time or full-time basis throughout the calendar year. The minimum commitment is 120 hours with flexible scheduling available according to the intern's needs. Internships are open to high school, college, and graduate students, many of whom receive academic credit. Applications are also welcome from individuals who are seeking an avenue of entry or re-entry into the job market, and retirees who would like to continue using their skills. The majority of the internships are voluntary, with interns receiving a small daily expense allowance. There is one paid internship reserved for law students and one Limited Resource Internship per quarter available for individuals with unique financial needs.

For further information contact Elaine Binder or Carol Parr or send a letter and a resume to:

WEAL FUND Intern Program
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EQUAL OPPORTUNITY vs. INTERCOLLEGIATE FOOTBALL

Phyllis Zatlin Boring*

Discrimination against women in intercollegiate athletics has been so blatant that there should be no need to convince anyone of its existence. Until quite recently many institutions of higher education allocated 100 times as much budget for the men's program as for the women's. While countless thousands of young men have been able to receive athletic scholarships to finance their college educations, most women have been denied access to these benefits. Apparently, in the land of freedom and opportunity, we must choose between equal opportunity and intercollegiate football.

In its origins, the NCAA was founded to protect intercollegiate sports from over-commercialism--in other words, to retain the educational aspects of athletics in the educational setting. It is quite ironic that the major argument presented for barring women from full participation in intercollegiate athletics is a purely commercial one--it would cost too much to include women and we're having enough trouble making ends meet as it is. Such an argument raises serious concerns on at least two grounds.

In the industrial setting, would we allow a company to ignore the Equal Pay Act because raising the salaries of their women employees to parity would cut into profits? Probably not. We would say that a commercial enterprise was not within its legal rights to enhance its earnings by exploiting a particular class of workers. Why then should we allow the sports programs of educational institutions to discriminate?

We might also note that if the primary concern and function of an intercollegiate sports program is to make money, such a program is a professional one, not an educational one. On campus, whenever anyone criticizes intercollegiate athletics for alleged over-commercialism, exploitation, corruption, anti-intellectualism, or whatever, the defenses are: (1) that intercollegiate athletics provides an educational opportunity at the skill level of the interested students in the same way that the glee club, orchestra, or theater group does in other areas of activity, (2) that the program exists to serve the student body, and (3) that the recipients of athletic scholarship funds are scholar-athletes.

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* Past President, New Jersey WEAL, and Associate Dean, Rutgers College.

The NCAA and the athletic establishment cannot have it both ways. Either the sports program is educational, existing to serve our scholar-athletes, in which case the program must provide equal educational opportunity for both sexes, or the program is primarily commercial, not educational, and has no place on the college campus.

In amendments previously introduced in Congress, two approaches have been taken to exempt intercollegiate athletics from the coverage of Title IX. They were the proposed exclusion of revenue-producing sports and the proposed exclusion of profit-making sports. Both of these approaches raise interesting questions.

If intercollegiate golf, tennis, swimming and track--so-called minor sports--produce no revenue, there will be no discrimination in those areas. Women can have access to these limited funds and facilities, but not a crack at the enormous budget allocated to the major sports. But what if the men's teams begin to sell tickets for golf, tennis, swimming and track? If the minor sports begin to produce revenue, however limited, can we then deny women access to all athletic programs? If the glee club, the orchestra, and the theater group also sell tickets and produce revenue can we not also logically exempt those activities from equal opportunity legislation on the grounds that they make money?

Perhaps the most extraordinary aspect of the revenue-producing argument is that it presupposes the inability of women's sports to attract a paying audience. If we put some money into women's sports to develop them, is it not possible that people would come to watch women's basketball, for example? We do, in fact, already have ample evidence that such is the case.

The profit-making argument is equally interesting. Only a handful of intercollegiate athletic programs in this country actually make a profit. Most sports programs are deficit-producing. Even the NCAA finally had to admit this and call an emergency meeting to discuss ways of cutting costs; quite predictably, they could not agree to very effective ways of cutting football costs, although that's where the majority of the budget goes, so they sliced off the minor sports.

Even if we were to grant that certain sports at certain universities apparently produce a profit, we would have to examine the athletic budget very carefully to determine if this is actually so. I invite you to consider the following questions:

- Is the athletic program subsidized through mandatory student fees? Such fees are paid by women as well as men. At many colleges the amount women students pay in mandatory fees still exceeds the total budget for the women's intercollegiate athletic program. Suggestions to eliminate the mandatory fee, replacing it with a voluntary purchase of a student pass to games put fear and trembling into the hearts of even the most ardent

football enthusiasts, because they are not sure that students would back the program if they had the choice. I would propose that all mandatory student fees be eliminated before anyone starts calculating alleged profit.

- Who paid for the football stadium and other capital expenses? If the facilities were subsidized by the taxpayers--and taxpayers do come in both sexes--then, to determine the profit of a particular sport, one must subtract the fair return on capital investment from the gross receipts.

- How are the coaches' salaries calculated for budgetary purposes? If the coach teaches half-time and half his salary is debited to the instructional budget of the university, the true cost of the intercollegiate athletic program is not reflected in the figures. In other words, if the coach is much higher paid than the average physical education instructor, the only part of the coach's salary that can validly be carried on the instructional budget is half the average instructor's pay, not half the coach's inflated salary.

- Is the maintenance of the athletic facility paid for by the intercollegiate budget or by the general instructional budget? Again, this may be a hidden cost.

- What other hidden subsidies are there which must be taken into consideration? At more than one institution the student's mandatory insurance fee is slightly inflated to cover the higher risk premiums of intercollegiate athletics--a supplement worth thousands of dollars annually.

In short, the profit-producing approach is even more nebulous than the revenue-producing approach. But I suspect that either of these wordings is really a euphemism for football. In that football often costs more than all of the other sports combined, it is the football budget that NCAA would like to protect from the encroachment of women. The fact that women are forced to subsidize that budget is irrelevant, as is the fact that the budget could be cut without damaging the sport. The issue in its bluntest terms is this: which is more important to the United States, the principle of equal educational opportunity for all or the commercial interests of intercollegiate football? One would hope that the choice would be clear.

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Based upon testimony submitted to the Senate Subcommittee on Education, Labor and Public Welfare, September, 1975.

THE WEAL EDUCATIONAL AND LEGAL DEFENSE FUND was incorporated as a non-profit tax-exempt organization in 1972. WEAL Fund's goal is to secure legal and economic rights for women by carrying on educational and research projects in the area of sex discrimination, by monitoring the implementation and enforcement of civil rights and other laws, and by initiating and supporting law suits in the field of equal rights. We have received a Ford Foundation grant to support our intern program for students and other individuals. Project activities include analyzing women's access to fellowships and training opportunities, developing a sports clearinghouse, working on the Decade for Women World Plan of Action, monitoring the status and role of women in the military, and influencing public policy in education and employment by cooperating with other public interest groups.

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WOMEN IN SPORTS

Reprinted from the President's Commission on Olympic Sports, Volume I, Executive Summary and Major Conclusions and Recommendations, January, 1977.

Maren Seidler, the U.S. record holder in the women's shot put, was the subject recently of a generally favorable article in a weightlifting magazine. Response, in the form of stacks of letters, was mixed. "Some people said I was crazy," reported the amiable Seidler. "Some said I was no credit to my sex, to femininity. But others offered to send money to help me train, and one guy wanted to do what sounded like a pornographic weightlifting book." [1]

The role of women in all areas of our society currently is undergoing critical scrutiny. Women's participation in sports is one aspect in the midst of radical upheaval, partly because women are demanding more opportunities to participate and partly because society's perception of women athletes is changing. Sports opportunities for girls and women are now increasing at all levels of the school/college community, spectator interest in women's athletics has increased, professional athletic opportunities for women are on the rise, media coverage of women's intercollegiate and professional sports is becoming more extensive, and institutions either desire or are forced to comply with the mandate of Title IX of the Education Amendments Act of 1972.[2]

Nevertheless, while great improvements are being realized and many inequities in athletic programs are being eliminated, opportunities for women in these programs still fall far short of what is wanted and needed. Most girls and women—the 10-year old baseball player who must participate on a boys' team in order to play at all (providing it is even lawful to do so); the co-ed swimmer who cannot practice in her university's multi-million dollar facility or have access to a coach; and the professional who finds it difficult to earn a living in the sports field—are still justified in believing that the American system of athletics is less than completely fair and equitable.

A classic, oft-cited observation from *Sports Illustrated* noted the widely-held notion that sports are good for people because they contribute significantly to the development of better citizens, build healthier and more vigorous bodies and minds and promote a better society. The article goes on to say, however, that when it comes to practicing what is preached, females—more than half the population—often find that this philosophy does not apply to them. In effect, "sports may be good for people, but they are considered a lot gooder for male people than for female people." [3] It can still be documented that most inadequacies in sports programs or barriers encountered by athletes are more acutely felt and more difficult to overcome for women athletes.

A number of major issues now confront women in athletics. The issues are both clouded and caused by pervasive misconceptions of what women athletes want and need to pursue their goals and objectives. Old medical and moral myths are perpetuated, and women continue to be excluded from the critical process of deciding the "right and proper" course of action for women in most areas of sports. Programs exist or don't exist according to preconceived notions which question a woman athlete's physical abilities, morals and motives. The inequities and discrimination so long unchallenged continue to retard the country's athletic efforts and to damage the sports environment. Barriers in organization, financial support, facilities, training and coaching combine in any number of ways to prohibit the optimum development of women in sports.

The foremost issue is that women lack significant organizational influence. They play virtually no role in the structures which formulate athletic policy and implement programs. Only a handful of women have ever been officers of any national governing bodies, of the AAU, or of groups at the high school and collegiate levels. Where women are involved as coaches or administrators, their numbers are small and the authority and responsibility granted them is often significantly less than that accorded men. Consistent efforts are not made to provide the incentives and training needed to move women into positions of athletic administrative power at schools and universities, nor do women have significant input at any level of the sports community—from local clubs to national governing bodies.

Funding is another area in which women's programs suffer great inequities. Developmental and participation activities for women athletes receive much less financial assistance than do men's activities. According to any scale of measurement—absolute or relative, in substance or in kind—women's programs in most cases do not get an adequate or equitable share of the pie (further illustrating the absence of women on the councils which decide how avail-

[1] Interview with PCOS representative, November 1976.

[2] Title IX prohibits sex discrimination across the board—from the admission of students, to the treatment of students once they are admitted, to the employment practices of an institution. It is the only sweeping federal law that prohibits sex discrimination against students.

Title IX provides that "no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

[3] *Sports Illustrated*, May 28, 1973, p. 90.

able monies will be spent). For example: The women's athletic budget at a major American university is now a seemingly healthy $227,816, up from $18,000 two years ago. However, it is still paltry compared to the nearly $4 million total athletic purse. There are instances in which effective changes are being made with respect to establishing a more equitable system of priorities for dollar allocations, the number of sports offered, and the scholarships provided to men and women, but they are certainly rare exceptions to the rule.

A general lack of parity for women athletes exists also when it comes to facilities and equipment. Facilities for women are either lacking completely or access to those shared with men's programs is severely restricted. Examples include schools at which women are allowed to use the gym only when the men do not, perhaps from midnight until 8 a.m., or at which women are not provided such things as uniforms or transportation to games, while men receive both. In numerous instances, women athletes have no access to training rooms.

In addition to gross deficiencies in influence, funding and facilities, women athletes are hindered by a general lack of well-structured programs and services. The number of participation opportunities, the types of activities and the levels of competition offered are usually far short of what is needed. Further, the medical, educational and training assistance for those programs is often extremely inadequate and little effort is being made to remedy the situation.

SUMMARY AND CONCLUSIONS

Discrimination still operates against women athletes in this country, particularly in terms of organizational influence and authority, access to facilities and equipment, financial assistance, and opportunities for recreational and competitive programs. Women are prohibited by law, regulation, tradition, or hostility from receiving either an equitable or adequate share of athletic resources and opportunities. Further, as Maren Seidler pointed out, a woman participating in sports is very likely to be subject to subtle, or not so subtle, social and psychological pressures. Nevertheless, changes are occurring, as indicated by the creation, implementation and enforcement of Title IX of the Education Amendments Act of 1972. This federal law was designed to identify the needs of women in educational institutions and to establish standards which would ensure equality of opportunity. Athletics are especially emphasized in the regulations to implement the law, although few specific actions are mandated. In fact, the regulations grant institutions considerable flexibility in developing non-discriminatory athletic programs tailored to meet the needs of participants. Regulations do not require the duplication of men's programs for women, nor is it mandatory to offer exactly the same sports in exactly the same fashion for both women and men. Additionally, Title IX does not automatically equate equal opportunity with penny-for-penny expenditure. Rather, it requires *overall* equality of athletic opportunity, with specific athletic programs being determined primarily by the interests and abilities of women and men participants.

Although Title IX is undergoing challenge in the courts in an attempt to further clarify the meaning of the regulations, it is an encouraging attempt to address the problems of women in sports and to effect solutions. The Commission supports the non-discriminatory intent of Title IX. Accordingly, it recommends that the central sports organization (CSO), once established, give high priority to the many issues concerning women's role in athletics. The CSO should immediately seek to develop methods to ensure that women play an equitable role in all aspects of sport with reasonable opportunities for participation. As well, the CSO should take an active part in creating programs to establish a fair and healthy sports environment for all.

As an example, some specific elements of the CSO's national policy regarding women in sports might include such things as:

- A program to educate the general public to eliminate the old myths and effect a change in attitudes toward women athletes;
- The establishment of programs (grants, loans, scholarships, clinics, seminars, etc.) to provide women with both participation opportunities and careers in sports by encouraging appropriate training and equal hiring/employment practices; and
- Ensure that all athletic planning and policy decisions and established sets of criteria (such as franchise requirements and funding qualifications) are consistent with the ultimate objective of assuring that discrimination is eliminated in the treatment of women's programs.

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WHAT WEAL AND WEAL FUND HAVE DONE FOR WOMEN AND GIRLS IN SPORTS

Founded in 1968, Women's Equity Action League (WEAL) is a national women's rights membership organization dedicated to improving the social, economic, and legal status of all women through education, legislation, and litigation. WEAL Educational and Legal Defense Fund (WEAL Fund) is a non-profit organization supported by tax-deductible contributions and grants from foundations, corporations, and the government. WEAL Fund supports litigation, conducts research and publishes information on sex discrimination, and serves as a clearinghouse for information about women's rights. Achieving equality for women and girls in sports is high on the list of concerns of both organizations.

Title IX of the Education Amendments of 1972 states in part:

> "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance."

This law affects virtually all public school systems and almost all of the nation's 2,500 public and private colleges and universities. It applies to academic and extracurricular activities as well as to physical education and interscholastic, intercollegiate, club or intramural athletic programs of federally assisted educational institutions.

For almost two years after this law was passed, nothing was done by the Department of Health, Education, and Welfare to enforce Title IX. During this period several drafts of proposed regulations spelling out specific requirements of the law were submitted to the Secretary of HEW.

Organizations like the National Collegiate Athletic Association and the National Association of Collegiate Directors of Athletics fought very hard to prevent athletics from being covered by the regulation.

Nevertheless, by working in close cooperation with other groups, WEAL successfully countered this lobbying--through speeches, press releases, and letters to members of Congress and HEW officials.

In June 1974 HEW published the proposed regulations in the Federal Register and invited the public to comment on them. WEAL's comprehensive analysis of those comments which was published in the Congressional Record by Representative Abzug contributed to widespread public understanding of the issues and helped stimulate thousands of public comments. The final regulations implementing Title IX became effective July 21, 1975, and many of WEAL's recommendations were included.

According to the regulations now in force, equal athletic opportunity is mandated, although equal funding of athletic programs is not required. Moreover, students should not be separated by sex in physical education classes except that sports involving bodily contact may be offered separately. (Additional details about the requirements are provided in other sections of the Sports Kit, particularly in "Title IX Sections Applying to Sport" and the HEW memorandum on the elimination of sex discrimination in athletic programs.)

Legislative amendments to Title IX that would weaken its effectiveness are periodically introduced in Congress and WEAL continues to lobby against such legislation. Both WEAL and WEAL Fund, often working in coalition with other organizations, press hard for full compliance with the law and for effective enforcement of this important legislation.

In 1977 WEAL filed a sex discrimination complaint against the University of Michigan under Title IX because of discrimination against women in the awarding of athletic scholarships. This large university, like many others, awards full scholarships covering the costs of tuition, room, and board to male athletes whereas equally well qualified female athletes receive scholarships consisting only of partial tuition grants.

On November 26, 1974 four other organizations joined WEAL to file suit in Federal District Court in Washington, DC, against HEW and the Department of Labor for their failure to enforce federal laws and orders prohibiting sex discrimination in educational institutions. Despite massive evidence of sex discrimination in violation of Title IX, HEW has been reluctant to impose sanctions on the offending institutions. Although some progress has been achieved as a result of a court order that requires prompt processing of Title IX complaints filed against elementary and secondary schools in certain states, other aspects of the suit are pending.

WEAL also worked hard for the development and passage of the Women's Educational Equity Act and helped secure a million dollar increase in appropriations for this federal program. Not many of the grants awarded in the first year address inequities experienced by women and girls in sports, but a few sports projects did receive funding through this legislation. WEAL Fund and WEAL and other organizations in the National Coalition for Women and Girls in Education urged the program administrators to make sports a priority area for future projects, and vigilant monitoring of how this national program is being administered will continue.

In 1975 WEAL Fund volunteers established a Sports Clearinghouse which continues to collect information about sex discrimination in physical education and sports from throughout the country. Reports, newspaper clippings, and other informational resource materials sent to the Clearinghouse are used to answer numerous inquiries that come from parents, teachers, students, school administrators, researchers, reporters, organizations, and governmental agencies.

WEAL groups have also been effective advocates of equal opportunity for women and girls in sports on the state and local levels. In New Jersey, for example, WEAL is co-sponsoring a statewide conference on the Equal Pay Act and Coaching Salaries. In addition, New Jersey WEAL surveyed school districts throughout the state to determine the relative access of girls to athletic programs at the high school level. They found that:

- the average district provided twice as many sports activities for boys as for girls;
- the average district allocated two-thirds to three-fourths of the use of time-shared facilities to boys;
- four districts reported five or fewer boys' sports but 27 districts had five or fewer sports for girls;
- the number of regular physical education teachers was about the same, but many additional coaches, some part-time, were used in boys' athletics. The number of faculty members involved in the boys' programs was, therefore, usually four to five times as many as in the girls' programs.

When Texas WEAL studied the Waco school district this is what it found:

- The boys' athletics programs in 4 senior and 7 junior high schools had a budget of $250,000 annually. The girls' program was budgeted at $970.

- Boys had a choice of football, baseball, basketball, swimming, track, golf and tennis. The girls played tennis. There was no other girls' athletic program.

- The boys had $1,000,000 worth of facilities and equipment. Only tennis balls were provided to the girls.

- The Athletic Committee, composed entirely of men (most of whom earned their living from male sports activities), was appointed just a year before the study. They approved the expansion of the boys' program at an estimated increase of $154,000 a year. No allotment was suggested for the girls.

Frustrated in their attempts to get the school board to change its policies, Texas WEAL filed a Title IX complaint against the Waco School Board in 1973. Texas WEAL also appealed to the state chapter of the American Civil Liberties Union. A suit was subsequently filed against eight school districts in east Texas. A favorable outcome of this litigation will undoubtedly help secure compliance in other school districts in the state.

South Carolina WEAL has also gone the legal route by filing charges against Richland School District One. They charged violations not only of Title IX, but also of Title VII of the Civil Rights Act, Executive Order 11246, and the Equal Pay Act. (The chart at the end of this Kit describes the provisions of these laws.)

In State College, Pennsylvania, after three years of foot-dragging, a charge of violations of the state Equal Rights Amendment and Title IX brought dramatic results. One month after the charge was filed, funds doubled for four girls' sports, tripled for another, and quintupled for still another. Two additional sports for women were added at the senior high level. Pennsylvania WEAL also played an important role in securing a 1975 court ruling that struck down a Pennsylvania Interscholastic Athletic Association prohibition against coeducational competition in interscholastic athletics.

WEAL has also taken part in opening the federally chartered Little League to girls. Seasoned by testifying in the New Jersey Little League case, Phyllis Boring offered testimony on behalf of WEAL in support of equal opportunity legislation on this issue. After 21 court cases and passage of a law by Congress in December 1974, the Little League officially welcomes girls.

Both WEAL Fund and the New York Division of WEAL are supporting a lawsuit brought by a physical education faculty member against the University of Rochester. There is strong evidence that the university discriminated

against her in the terms and conditions of her employment, and HEW has threatened to withhold federal funds from the institution because it failed to cooperate in part of the investigation.

In all these efforts to achieve equity for women and girls WEAL and WEAL Fund advocate a little less emphasis on the "heroes" of athletics and a great deal more emphasis on everybody else. Also helpful would be a little less emphasis on competitive team sports and a great deal more emphasis on physical activities that can be continued throughout life. After all, how many middle-aged women have you seen twirling a baton lately--or how many middle-aged men playing football?

May 1977

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weal fund
WOMEN'S EQUITY ACTION LEACUE EDUCATIONAL AND LEGAL DEFENSE FUND
733 15th Street, N.W. • Suite 200
Washington, D.C. 20005
202/638-1961

WHAT YOU CAN DO!

ACTION IDEAS FOR EVENING THE SCORE

Although there is still a long, long way to go before we achieve equal opportunity in sports and athletics, there have certainly been improvements in the status of women and girls in sports during the past few years. Many of the positive changes that have already occurred can be traced to the efforts of a single individual or a small group of people working toward a shared goal. So don't think you need vast amounts of time or money or highly sophisticated statistical skills in order to have an impact.

By making a few phone calls, one woman can obtain a lot of information about, for example, the availability of athletic scholarships to female students at a local college. Two or three women, by visiting a junior high or high school principal or writing letters to members of the school board can learn a lot about the budgets for male and female athletic programs.

If you have the womanpower, don't hold back from conducting a large-scale project. For instance, a group in Boulder, Colorado, designed a questionnaire to test students' attitudes toward girls' participation in sports and found that:

- a substantial majority of the girls polled wanted to be able to participate in every sport offered to boys;
- both girls and boys rate physical education and athletics as being very important to them;
- while expressing reluctance to reduce funding for their own programs, boys agreed that girls' sports deserved better funding and that girls' access to sports facilities and equipment should be increased;
- the students strongly endorsed coeducation physical education classes.

A copy of the complete report, "A Student Survey of Secondary Physical Education and Athletics," is available from Sharon L. Menard, 2348 North 107th Street, Lafayette, Colorado 80026.

We hope that the following list of things you can do will suggest some possibilities that you may not have considered and stimulate you to design and undertake a course of action that is appropriate for your school or community. Developing your own ideas for large- or small-scale projects can be a lot of fun. Implementing those ideas can be very satisfying.

• Inform Yourself. Ask questions, collect and analyze information. Learn about the relevant provisions of Title IX. Talk to the Title IX coordinator in your school district or on campus. (The Title IX regulation requires that such a person be appointed.) Find out the policies of your state Department of Education with regard to equal opportunity in sports and athletics. Sometimes just letting it be known that you are studying sex discrimination in sports can bring results. Before the Task Force on Equality in Education in Lakewood, Ohio, had a chance to complete its study, the Board of Education added three girls' sports to the athletic program.

Ask students about their programs. Are the girls as well as the boys provided with a basis for a lifetime of physical activity along with some knowledge of the requirements for physical fitness throughout life?

Two women in New York state looked into policies and practices related to extra-instructional activity pay for coaches in their school district. Their investigation was very effective, and school officials began to refer to them as "Woodward and Bernstein."

Are there state laws that prohibit sex discrimination in education or sports? New Jersey has adopted such a provision. Pennsylvania has a state Equal Rights Amendment. Can you interest a state or local civil rights agency or commission on the status of women in cooperating with you on a project or in conducting an independent study?

• Talk to the People Who Make Policy. A friendly talk with a superintendent of schools or college president can often result in significant changes. It doesn't hurt to point out positive changes that are occurring in other districts or regions.

Go to meetings of the school board and write to members of the board. Share your concerns with these people by pointing out where discrimination is and what needs to be done. Show them the information and materials you have collected.

Keep up with what the Board of Regents is doing. Communicate with state officials, especially the governor, legislators, and the state superintendent of education.

• Work with Students, Parents, Faculty, Principals, and Administrators. Suggest that a PTA or faculty committee study the situation in physical education classes, interscholastic, and intramural sports. Set aside a special meeting for discussion of the committee's findings. Encourage and support those physical education teachers and coaches who are taking positive steps to reduce inequities. Leading the way to new practices and procedures is often discouraging, so let them know that their efforts are valued and appreciated. If they're doing an outstanding job, write a letter to their supervisors saying so.

Review the self-evaluation report that schools were supposed to complete in July 1976 and suggest ways you or your group might help education officials combat sex discrimination in physical education and athletic programs.

• Visit School and Public Libraries. Encourage the librarians to obtain books about women and girls in sports. Provide them with copies of the bibliographies in the WEAL Fund Sports Kit. Encourage them to organize special displays of relevant books and materials.

• Meet with Career and Guidance Counselors. Girls as well as boys should be encouraged to explore some of the many career opportunities related to sports. Some of the obvious possibilities besides player, teacher, and coach include: trainer, team administrator, official, recreation director, and possibilities in the fields of sports medicine, sports law, sports journalism, the sociology of sport, photography, equipment sales, and public relations.

• Find Out about the Governance of Sports in Your Area. In many states local institutions affiliate with associations which make the rules governing interscholastic competition. Establish whether women or women's interests are represented on the governing boards. The national associations that govern intercollegiate athletic competition claim most colleges and universities as members. Remember that Title IX states that the rules and regulations of such associations do not exempt member instituions from compliance with the law.

• Get Good People--Women and Men--on Boards. Members of school boards influence athletic policies too, and are in a position to encourage Title IX implementation. Find out how those running for the school board feel about equal opportunity in sports and athletics. You can do this by sending out a questionnaire to all board candidates and then publishing the results. You can sponsor candidate forums at which the public has an opportunity to ask questions about candidates' views and plans for achieving their objectives. You can go to public meetings and raise questions yourself.

Or organize your own campaign to run for the school board or board of regents. According to a 1974 research study by the National School Boards

Association, women comprise less than 12% of the school board members in the United States and this proportion has not changed significantly during the past fifty years. If the governing boards are appointed rather than elected, put pressure on the person who does the appointing. You can either recommend the nomination of a particular candidate or urge that demonstrated commitment to equality of educational opportunity be required of all nominees.

• Conduct a Workshop. Program planners for local and state meetings of all kinds often welcome suggestions and ideas for presentations, panels, and discussions. Why not focus the discussion on a film? (See the Selected List of Audio-Visual Materials in the WEAL Fund Sports Kit.) Or you might want to put together your own slide show about equal opportunity in sports and athletics. Once you develop and organize your materials, you'll be able to use them over again for similar presentations before other groups.

• Write to the United States Commission on Civil Rights. In fiscal year 1977 the Commission is beginning a study of Title IX with an examination of sex discrimination in physical education classes and competitive athletic teams at three educational levels--elementary, secondary, and higher education. Inform the Commission about your interest in this project and ask their assurance that the study will be adequately staffed and funded. The Commission is at 1121 Vermont Avenue, N.W., Washington, DC 20005.

• Use the Media. Issue press releases or take the results of your study to local newspaper reporters, radio, or TV stations. Publicity can help bring about the changes you want to achieve. Because public officials hate bad publicty, one effective strategy is to notify them in advance about information that you intend to publicize.

Ask the local media to expand their coverage of women's and girls' athletic events. Students can make the same requests of their school newspapers. Encourage the development of feature stories that highlight positive developments like successful integration of physical education classes.

• Express Your Views to Your Elected Officials. Letters and phone calls from constituents do make a difference. This strategy is effective not only for getting new laws passed, but also for securing adequate enforcement of existing laws like Title IX. Remember to acknowledge the assistance and support of people who are responsive. That's a good way to encourage future cooperation.

• File a Complaint. If you've had no success by trying other approaches, filing a complaint under Title IX or the Equal Pay Act may bring the desired results. (Refer to the Model Complaint Letter in the WEAL Fund Sports Kit.) It's often preferable for an organization like WEAL to file the complaint so as to reduce the chances of harassment or retaliation.

As you probably know, WEAL got its start by filing charges of sex discrimination against over 300 colleges and universities.

Press the enforcement agencies to investigate the complaint. Help them do a good job by collecting and providing information to support your charges. Request regular progress reports on the status of the complaint. Also ask your Senators and Representatives to ask the compliance agencies for reports on the status of the complaint. Inquiries from them are answered more promptly than letters from the general public.

• Keep the WEAL Fund Sports Clearinghouse Informed. Whether yours is a one-woman committee or a group of thirty-three, please keep us informed about what you do. We appreciate the letters, newspaper clippings, and reports that people all over the country send to us and we use these materials to build a record of the progress being achieved and to identify barriers and obstacles that still stand in the way.

No matter how small, every effort to achieve equal opportunity in sports and athletics is significant. What you do does make a difference.

May 1977

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TITLE IX SECTIONS APPLYING TO SPORT

Athletics

(a) *General.* No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, be treated differently from another person or otherwise be discriminated against in any interscholastic, intercollegiate, club or intramural athletics offered by recipient, and no recipient shall provide any such athletics separately on such basis.

(b) *Separate teams.* Notwithstanding the requirements of paragraph (a) of this section, a recipient may operate or sponsor separate teams for members of each sex where selection for such teams is based upon competitive skill or the activity involved is a contact sport. However, where a recipient operates or sponsors a team in a particular sport for members of one sex but operates or sponsors no such team for members of the other sex, and athletic opportunities for members of that sex have previously been limited, members of the excluded sex must be allowed to try-out for the team offered unless the sport involved is a contact sport. For the purposes of this part, contact sports include boxing, wrestling, rugby, ice hockey, football, basketball and other sports the purpose of major activity of which involves bodily contact.

(c) *Equal opportunity.* A recipient which operates or sponsors interscholastic, intercollegiate, club or intramural athletics shall provide equal athletic opportunity for members of both sexes. In determining whether equal opportunities are available the Director will consider among other factors:

(i) Whether the selection of sports and levels of competition effectively accommodate the interests and abilities of members of both sexes.

(ii) The provision of equipment and supplies.

(iii) Scheduling of games and practice time.

(iv) Travel and per diem allowance.

(v) Opportunity to receive coaching and academic tutoring.

(vi) Assignment and compensation of coaches and tutors.

(vii) Provision of locker rooms, practice and competitive facilities.

(viii) Provision of medical and training facilities and services.

(ix) Provision of housing and dining facilities and services.

(x) Publicity.

Unequal aggregate expenditures for members of each sex or unequal expenditures for male and female teams if a recipient operates or sponsors separate teams will not constitute noncompliance with this section, but the Director may consider the failure to provide necessary funds for teams for one sex in assessing equality of opportunity for members of each sex.

(d) *Adjustment period.* A recipient which operates or sponsors interscholastic, intercollegiate, club or intramural athletics at the elementary school level shall comply fully with this section as expeditiously as possible but in no event later than one year from the effective date of this regulation. A recipient which operates or sponsors interscholastic, intercollegiate, club or intramural athletics at the secondary or post-secondary school level shall comply fully with this section as expeditiously as possible but in no event later than three years from the effective date of this regulation.

Physical Education

A recipient shall not provide any course or otherwise carry out any of its education program or activity separately on the basis of sex, or require or refuse participation therein by any of its students on such basis, including health, physical education, industrial, business, vocational, technical, home economics, music, and adult education courses.

(a) With respect to classes and activities in physical education at the elementary school level, the recipient shall comply fully with this section as expeditiously as possible but in no event later than one year from the effective date of this regulation. With respect to physical education classes and activities at the secondary and post-secondary levels, the recipient shall comply fully with this section as expeditiously as possible but in no event later than three years from the effective date of this regulation.

(b) This section does not prohibit grouping of students in physical education classes and activities by ability as assessed by objective standards of individual performance developed and applied without regard to sex.

(c) This section does not prohibit separation of students by sex within physical education classes or activities during participation in wrestling, boxing, rugby, ice hockey, football, basketball and other sports the purpose or major activity of which involves bodily contact.

(d) Where use of a single standard of measuring skill or progress in a physical education class has an adverse effect on members of one sex, the recipient shall use appropriate standards which do not have such effect.

(e) Portions of classes in elementary and secondary schools which deal exclusively with human sexuality may be conducted in separate sessions for boys and girls.

Athletic Scholarships

(1) To the extent that a recipient awards athletic scholarships or grants-in-aid, it must provide reasonable opportunities for such awards for members of each sex in proportion to the number of students of each sex participating in interscholastic or intercollegiate athletics.

(2) Separate athletic scholarships or grants-in-aid for members of each sex may be provided as part of separate athletic teams for members of each sex to the extent consistent with this paragraphs and § 86.41 of this part.

MEMORANDUM TO

Chief State School Officers, Superintendents of Local Educational Agencies and College and University Presidents

SUBJECT:

ELIMINATION OF SEX DISCRIMINATION IN ATHLETIC PROGRAMS

September, 1975

U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/Office for Civil Rights

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF THE SECRETARY
WASHINGTON, D.C. 20201

September 1975

TO: Chief State School Officers, Superintendents of Local Educational Agencies and College and University Presidents

FROM: Director, Office for Civil Rights

SUBJECT: Elimination of Sex Discrimination in Athletic Programs

Title IX of the Education Amendments of 1972 and the Departmental Regulation (45 CFR Part 86) promulgated thereunder prohibit discrimination on the basis of sex in the operation of most federally-assisted education programs. The regulation became effective on July 21, 1975.

During the forty-five day period immediately following approval by the President and publication of the regulation on June 4, 1975, concerns were raised about the immediate obligations of educational institutions to comply with certain sections of the Departmental Regulation as they relate to athletic programs. These concerns, in part, focus on the application of the adjustment period provision (86.41 (d)) to the various non-discrimination requirements, and additionally, on how educational institutions can carry out the self-evaluation requirement (86.3(c)).

This memorandum provides guidance with respect to the major first year responsibilities of an educational institution to ensure equal opportunity in the operation of both its athletic activities and its athletic scholarship programs. Practical experience derived from actual on-site compliance reviews and the concomitant development of greater governmental expertise on the application of the Regulation to athletic activities may,

of course, result in further or revised guidance being issued in the future. Thus, as affected institutions proceed to conform their programs with the Department's regulation, they and other interested persons are encouraged to review carefully the operation of these guidelines and to provide the Department with the benefit of their views.

Basic Requirements

There are two major substantive provisions of the regulation which define the basic responsibility of educational institutions to provide equal opportunity to members of both sexes interested in participating in the athletics programs institutions offer.

Section 86.41 prohibits discrimination on the basis of sex in the operation of any interscholastic, intercollegiate, club or intramural athletic program offered by an educational institution. Section 86.37(c) sets forth requirements for ensuring equal opportunity in the provision of athletic scholarships.

These sections apply to each segment of the athletic program of a federally assisted educational institution whether or not that segment is the subject of direct financial support through the Department. Thus, the fact that a particular segment of an athletic program is supported by funds received from various other sources (such as student fees, general revenues, gate receipts, alumni donations, booster clubs, and non-profit foundations) does not remove it from the reach of the statute and hence of the regulatory requirements. However, drill teams, cheerleaders and the like, which are covered more generally as extracurricular activities under section 86.31, and instructional offerings such as physical education and health classes, which are covered under section 86.34, are not a part of the institution's "athletic program" within the meaning of the regulation.

Section 86.41 does not address the administrative structure(s) which are used by educational institutions for athletic programs. Accordingly, institutions are not precluded from employing separate administrative structures for men's and women's sports (if separate teams exist) or a unitary structure. However, when educational

institutions evaluate whether they are in compliance with the provisions of the regulation relating to non-discrimination in employment, they must carefully assess the effects on employees of both sexes of current and any proposed administrative structure and related coaching assignments. Changes in current administrative structure(s) or coaching assignments which have a disproportionately adverse effect on the employment opportunities of employees of one sex are prohibited by the regulation.

Self-Evaluation and Adjustment Periods

Section 86.3(c) generally requires that by July 21, 1976, educational institutions (1) carefully evaluate current policies and practices (including those related to the operation of athletic programs) in terms of compliance with those provisions and (2) where such policies or practices are inconsistent with the regulation, conform current polices and practices to the requirements of the regulation.

An institution's evaluation of its athletic program must include every area of the program covered by the regulation. All sports are to be included in this overall assessment, whether they are contact or non-contact sports.

With respect to athletic programs, section 86.41 (d) sets specific time limitations on the attainment of total conformity of institutional policies and practices with the requirements of the regulation—up to one year for elementary schools and up to three years for all other educational institutions.

Because of the integral relationship of the provision relating to athletic scholarships and the provision relating to the operation of athletic programs, the adjustment periods for both are the same.

The adjustment period is not a waiting period. Institutions must begin now to take whatever steps are necessary to ensure full compliance as quickly as possible. Schools may design an approach for achieving full compliance tailored to their own circumstances; however, self-evaluation, as required by section 86.3 (c) is a very important step for every institution to assure compliance with the entire Title IX regulation, as well as with the athletics provisions.

Required First Year Actions

School districts, as well as colleges and universities, are obligated to perform a self-evaluation of their entire education program, including the athletics program, prior to July 21, 1976. School districts which offer interscholastic or intramural athletics at the elementary school level must immediately take significant steps to accommodate the interests and abilities of elementary school pupils of both sexes, including steps to eliminate obstacles to compliance such as inequities in the provision of equipment, scheduling and the assignment of coaches and other supervisory personnel. As indicated earlier, school districts must conform their total athletic program at the elementary level to the requirements of section 86.41 no later than July 21, 1976.

In order to comply with the various requirements of the regulation addressed to nondiscrimination in athletic programs, educational institutions operating athletic programs above the elementary level should:

(1) Compare the requirements of the regulation addressed to nondiscrimination in athletic programs and equal opportunity in the provision of athletic scholarships with current policies and practices;

(2) Determine the interests of both sexes in the sports to be offered by the institution and, where the sport is a contact sport or where participants are selected on the basis of competition, also determine the relative abilites of members of each sex for each such sport offered, in order to decide whether to have single sex teams or teams composed of both sexes. (Abilities might be determined through try-outs or by relying upon the

knowledge of athletic teaching staff, administrators and athletic conference and league representatives.)

(3) Develop a plan to accommodate effectively the interests and abilities of both sexes, which plan must be fully implemented as expeditiously as possible and in no event later than July 21, 1978. Although the plan need not be submitted to the Office for Civil Rights, institutions should consider publicizing such plans so as to gain the assistance of students, faculty, etc. in complying with them.

Assessment of Interests and Abilities

In determining student interests and abilities as described in (2) above, educational institutions as part of the self-evaluation process should draw the broadest possible base of information. An effort should be made to obtain the participation of all segments of the educational community affected by the athletics program, and any reasonable method adopted by an institution to obtain such participation will be acceptable.

Separate Teams

The second type of determination discussed in (2) above relates to the manner in which a given sports activity is to be offered. Contact sports and sports for which teams are chosen by competition may be offered either separately or on a unitary basis.

Contact sports are defined as football, basketball, boxing, wrestling, rugby, ice hockey and any other sport the purpose or major activity of which involves bodily contact. Such sports may be offered separately.

If by opening a team to both sexes in a contact sport an educational institution does not effectively accommodate the abilities of members of both sexes (see 86.41(c) (1)), separate teams in that sport will be required if both men and women express interest in the sport and the interests of both sexes are not otherwise accommodated. For example, an institution

would not be effectively accommodating the interests and abilities of women if it abolished all its women's teams and opened up its men's teams to women, but only a few women were able to qualify for the men's team.

Equal Opportunity

In the development of the total athletic program referred to in (3) above, educational institutions, in order to accommodate effectively the interests and abilities of both sexes, must ensure that equal opportunity exists in both the conduct of athletic programs and the provision of athletic scholarships.

Section 86.41(c) requires equal opportunity in athletic programs for men and women. Specific factors which should be used by an educational institution during its self-evaluative planning to determine whether equal opportunity exists in its plan for its total athletic program are:

--the nature and extent of the sports programs to be offered (including the levels of competition, such as varsity, club, etc.);

--the provision of equipment and supplies;

--the scheduling of games and practice time;

--the provision of travel and per diem allowances;

--the nature and extent of the opportunity to receive coaching and academic tutoring;

--the assignment and compensation of coaches and tutors;

--the provision of locker rooms, practice and competitive facilities;

--the provision of medical and training facilities and services;

--the provision of housing and dining facilities and services;

--the nature and extent of publicity.

Overall Objective

The point of the regulation is not to be so inflexible as to require identical treatment in each of the matters listed under section 86.41(c). During the process of self-evaluation, institutions should examine all of the athletic opportunities for men and women and make a determination as to whether each has an equal opportunity to compete in athletics in a meaningful way. The equal opportunity emphasis in the regulation addresses the totality of the athletic program of the institution rather than each sport offered.

Educational institutions are not required to duplicate their men's program for women. The thrust of the effort should be on the contribution of each of the categories to the overall goal of equal opportunity in athletics rather than on the details related to each of the categories.

While the impact of expenditures for sex identifiable sports programs should be carefully considered in determining whether equal opportunity in athletics exists for both sexes, equal aggregate expenditures for male and female teams are not required. Rather, the pattern of expenditures should not result in a disparate effect on opportunity. Recipients must not discriminate on the basis of sex in the provision of necessary equipment, supplies, facilites, and publicity for sports programs. The fact that differences in expenditures may occur because of varying costs attributable to differences in equipment requirements and levels of spectator interest does not obviate in any way the responsibility of educational institutions to provide equal opportunity.

Athletic Scholarships

As part of the self-evaluation and planning process discussed above, educational institutions must also ensure that equal

opportunity exists in the provision of athletic scholarships. Section 86.37(c) provides that "reasonable opportunities" for athletic scholarships should be "in proportion to the number of students of each sex participating in interscholastic or intercollegiate athletics."

Following the approach of permitting separate teams, section 86.37(c) of the regulation permits the overall allocation of athletic scholarships on the basis of sex. No such separate treatment is permitted for non-athletic scholarships.

The thrust of the athletic scholarship section is the concept of reasonableness, not strict proportionality in the allocation of scholarships. The degree of interest and participation of male and female students in athletics is the critical factor in determining whether the allocation of athletic scholarships conforms to the requirements of the regulation.

Neither quotas nor fixed percentages of any type are required under the regulation. Rather, the institution is required to take a reasonable approach in its award of athletic scholarships, considering the participation and relative interests and athletic proficiency of its students of both sexes.

Institutions should assess whether male and female athletes in sports at comparable levels of competition are afforded approximately the same opportunities to obtain scholarships. Where the sports offered or the levels of competition differ for male and female students, the institution should assess its athletic scholarship program to determine whether overall opportunities to receive athletic scholarships are roughly proportionate to the number of students of each sex participating in intercollegiate athletics.

If an educational institution decides not to make an overall proportionate allocation of athletic scholarships on the basis of sex, and thus, decides to award such scholarships by other means such as applying general standards to applicants of both sexes, institutions should determine whether the standards used to award scholarships are neutral, i.e. based on criteria which do not inherently disadvantage members of either sex. There are a number of "neutral" standards which might be used

including financial need, athletic proficiency or a combination of both. For example, an institution may wish to award its athletic scholarships to all applicants on the basis of need after a determination of a certain level of athletic proficiency. This would be permissable even if it results in a pattern of award which differs from the relative levels of interests or participation of men and women students so long as the initial determination of athletic proficiency is based on neutral standards. However, if such standards are not neutral in substance or in application then different standards would have to be developed and the use of the discriminatory standard discontinued. For example, when "ability" is used as a basis for scholarship award and the range of ability in a particular sport, at the time, differs widely between the sexes, separate norms must be developed for each sex.

Availability of Assistance

We in the Office for Civil Rights will be pleased to do everything possible to assist school officials to meet their Title IX responsibilities. The names, addresses and telephone numbers of Regional Offices for Civil Rights are attached.

Peter E. Holmes

DHEW REGIONAL OFFICES FOR CIVIL RIGHTS

Region I **(Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont):**
RKO General Building
Bulfinch Place
Boston, Massachusetts 02114
(617) 223-6397

Region II **(New Jersey, New York, Puerto Rico, Virgin Islands):**
26 Federal Plaza
New York, New York 10007
(212) 264-4633

Region III **(Delaware, D.C., Maryland, Pennsylvania, Virginia, West Virginia):**
Gateway Building
36th and Market Streets
Post Office Box 13716
Philadelphia, Pennsylvania 19104
(215) 596-6772

Region IV **(Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee):**
680 W. Peachtree Street, N.W.
Atlanta, Georgia 30308
(404)881-3312

Region V **(Illinois, Indiana, Minnesota, Michigan, Ohio, Wisconsin):**
300 South Wacker Drive
Chicago, Illinois 60606
(312)353-2521

Region VI **(Arkansas, Louisiana, New Mexico, Oklahoma, Texas):**
1200 Main Tower Building
Dallas, Texas 75202
(214) 655-3951

Region VII **(Iowa, Kansas, Missouri, Nebraska):**
Twelve Grand Building
12th and Grand Avenue
Kansas City, Missouri 64106
(816) 374-2474

Region VIII **(Colorado, Montana, North Dakota, South Dakota, Utah, Wyoming):**
Federal Building
1961 Stout Street
Denver, Colorado 80294
(303) 837-4345

Region IX **(Arizona, California, Hawaii, Nevada):**
14th Floor
100 Van Ness Avenue
San Francisco, California 94102
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Region X **(Alaska, Idaho, Oregon, Washington):**
Arcade Plaza Building MS 508
1321 Second Avenue
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Will Title IX "Ruin" Intercollegiate Sports? No.

Former Secretary Weinberger, in his June 26, 1975 testimony before the House Subcommittee on Post-Secondary Education, summarized the Title IX regulation in the following manner:

> With regard to the provision on athletics, first let us look at what the regulation does not require.
> (1) It does not require equal aggregate expenditures for members of each sex or for male and female teams.
> (2) It does not require two separate equal facilities for every (or any) sport.
> (3) It does not require women to play football with men.
> (4) It will not result in the dissolution of athletics programs for men.
> (5) It does not require equal moneys for athletic scholarships.
> (6) It does not require coeducational showers, lockerrooms and toilet facilities.
> (7) It does not mean the National Collegiate Athletic Association (NCAA) will be dissolved and will have to fire all of its highly vocal staff.
> The goal of the final regulation in the area of athletics is to secure equal opportunity for men and women while allowing schools and colleges flexibility in determining how best to provide such opportunity.
>
> Where selection for a team is based on competitive skill, or the activity involved is a sport involving physical contact between players, then the college can provide separate teams for males and females or if they wish, they can have a single team open to both sexes. If separate teams are offered, a recipient institution may not discriminate, on the basis of sex, in providing necessary equipment or supplies, or in any other way. I emphasize again that equal aggregate expenditures are not required. In determining whether equal opportunities are available, such factors as the following, among others, will be considered: whether the available sports reflect the interests and abilities of both sexes; provision of supplies and equipment; game and practice schedules; travel and per diem allowances, etc.
>
> Where a team in a non-contact sport, the membership of which is based on skill, is offered for members of one sex and not for members of the other sex, and athletic opportunities for the sex for whom no team is available have previously been limited, individuals of that sex must be allowed to compete for the team offered. However, this provision does not alter the responsibility which a college has with regard to the provision of equal opportunity.

project on the status and education of **women**

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Editorial Assistant

PARTIAL LIST OF ACTIONS INSTITUTIONS MUST TAKE UNDER TITLE IX

Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex in all federally funded education programs. The regulation for Title IX, which became effective on July 21, 1975, specifies a number of actions that educational institutions receiving federal funds (as well as other recipients of federal education funds) must take in order to be in compliance with the law.

The following list highlights some of the specific actions that the regulation requires.[1] The section of the regulation which spells out the requirements is noted in the left hand margin. Institutions (as well as other recipients of federal education funds) must do the following:[2]

86.3 I. Conduct a self evaluation to identify sex discrimination by July 21, 1976.[3]

As a part of this requirement, recipients must:

- Evaluate their policies and practices concerning both employment (both academic and nonacademic), and students (treatment and, where applicable, admission).
- Modify any policy or practice which discriminates on the basis of sex
- Take "appropriate remedial steps" to eliminate the effects of discrimination.
- Have these materials on file for at least three years after the completion of the evaluation.

86.4 II. Assure the federal government that they are complying with the requirements of Title IX.

- All applications for federal education funds must be accompanied by an assurance of compliance with Title IX. (The Office for Civil Rights is developing a form to facilitate this.)

86.8(a) III. Designate at least one employee responsible for:

- Coordinating efforts to comply with the Title IX regulation.
- Investigating any Title IX complaint that is communicated to the recipient.

86.8(a) IV. Notify all of its students and employees of the appointment of the person(s) responsible for Title IX compliance. This notification must include the following information about the designated employee(s):

- Name(s).
- Office address(es).
- Telephone number(s).

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86.8(b) V. Adopt and publish grievance procedures for both student and employee complaints under Title IX.[4]

86.9 VI. Notify, by October 19, 1975, certain persons and groups about the recipient's nondiscriminatory policy and Title IX obligations.

A. This notice must state that:
- The recipient does not discriminate on the basis of sex.
- Its obligations under Title IX prohibit such nondiscrimination.
- Inquiries concerning Title IX can be referred to the designated Title IX compliance person(s) or to the Director of the Office for Civil Rights, Department of Health, Education and Welfare, Washington, D.C. 20201.

B. The recipient must implement specific and continuing steps to notify the following groups of the nondiscriminatory policy under Title IX:
- Applicants for admission and employment.
- Students[5].
- Employees.
- Sources of referral of applicants for admission and employment.
- All unions or professional organizations holding collective bargaining or professional agreements with the recipient.

C. This notification of the nondiscriminatory policy under Title IX must appear in:
- Local newspapers.
- Newspapers and magazines operated by the recipient or by student, alumnae, or alumni groups.
- Memoranda or other written communications distributed to every student and employee.

D. This notification of nondiscrimination must be prominently placed in each announcement, bulletin, catalog or application form used in connection with recruiting students or employees.[6]

86.9(c) VII. Notify its admission and recruitment representatives (for both students and employees) of the policy of nondiscrimination and require these persons to adhere to this policy.

86.12(b) VIII. Regarding institutions which are eligible for a "religious exemption" from portions of Title IX:
- Submit a statement by the highest ranking official of the institution identifying the requirements of the Title IX regulation which conflict with a specific religious tenet of the religious organization which controls the institution.

86.31(d) IX. *Regarding programs not operated by the recipient:
- Develop and implement a procedure designed to assure itself that required programs and activities operated by these other programs do not discriminate on the basis of sex against the recipient's applicants, students or employees.

86.32(c)(2) X. *Regarding housing not provided by the recipient (institution), but which the recipient solicits, lists, approves or assists:
- Take "reasonable action" to assure itself that this housing is proportionate in quantity and comparable in quality and cost to students of both sexes.

86.34 XI. *Regarding physical education opportunities:

- Comply fully with these requirements "as expeditiously as possible," but not later than July 21, 1978 (for secondary and post-secondary institutions).[7] (HEW has repeatedly emphasized that this three year period for physical education programs is a transition period, not a waiting period.)

86.36(b) XII. *Regarding student counseling and appraisal materials:

- Develop and use internal procedures for ensuring that these materials do not discriminate on the basis of sex.

86.36(c) XIII. *Regarding disproportionate representation of one sex in classes:

- Assure itself that such disproportion is not the result of sex discrimination in counseling or appraisal materials, sex discriminatory application of these materials, or sex discrimination by academic or guidance counselors.

86.37 XIV. *Regarding financial assistance:

- Develop and use procedures to assure overall nondiscrimination if the recipient provides any single sex financial assistance established by wills, bequests, etc.
- If aid is given to athletes, provide "reasonable opportunities" for athletic scholarships and grants in aid for members of each sex "in proportion to the number of students of each sex participating in intercollegiate athletics."

86.38(a) XV. *Regarding student placement services:

- Assure itself that any agency, organization or person, which it assists in making employment available to students, provides employment without discrimination on the basis of sex.

86.40(b)(3) XVI. * Regarding separate classes or activities for pregnant students:

- Ensure that any separate program, if offered, is comparable to that offered to non-pregnant students.[8]

86.41(d) XVII. Regarding athletic opportunities:

- Comply fully with the requirements regarding athletics "as expeditiously as possible," but not later than July 21, 1978 (for secondary and post-secondary institutions).[9] (HEW has repeatedly emphasized that this three-year period is a transition period, not a waiting period.)

* * *

FOOTNOTES

[1]For a more comprehensive description of what institutions and other recipients of federal education funds must do in order to be in compliance with Title IX, the reader is strongly urged to consult the regulation itself (45 CFR Part 86), which can be found at 40 Fed. Reg. 24128-45 (1975) or obtained from the Office for Civil Rights, Department of Health, Education and Welfare, Washington, D.C. 20201.

[2]Unless otherwise noted, the effective date of the requirement is July 21, 1975 (the effective date of the regulation).

[3]Starred items should be included as a part of the self evaluation.

[4]Although institutions must have such a procedure, there is no requirement that individuals who believe that they have faced sex discrimination prohibited by Title IX must use this procedure.

[5]Parents of elementary and secondary students must also be notified.

[6]Additionally the regulation bars recipients from using or distributing such publications if they suggest, "by text or illustration," that the recipient discriminates on the basis of sex in violation of Title IX [86.9(b)(2)].

[7]Elementary schools must comply with the provisions of this section no later than July 21, 1976.

[8]The regulation requires that participation in these programs be completely voluntary.

[9]Elementary schools must comply with the provisions of this section no later than July 21, 1976.

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THE PROJECT ON THE STATUS AND EDUCATION OF WOMEN of the Association of American Colleges began operations in September of 1971. The Project provides a clearinghouse of information concerning women in education and works with institutions, government agencies, and other associations and programs affecting women in higher education. The Project is funded by the Carnegie Corporation of New York, the Danforth Foundation, and the Exxon Education Foundation. Publication of these materials does not necessarily constitute endorsement by AAC or any of the foundations which fund the Project.

November 1975

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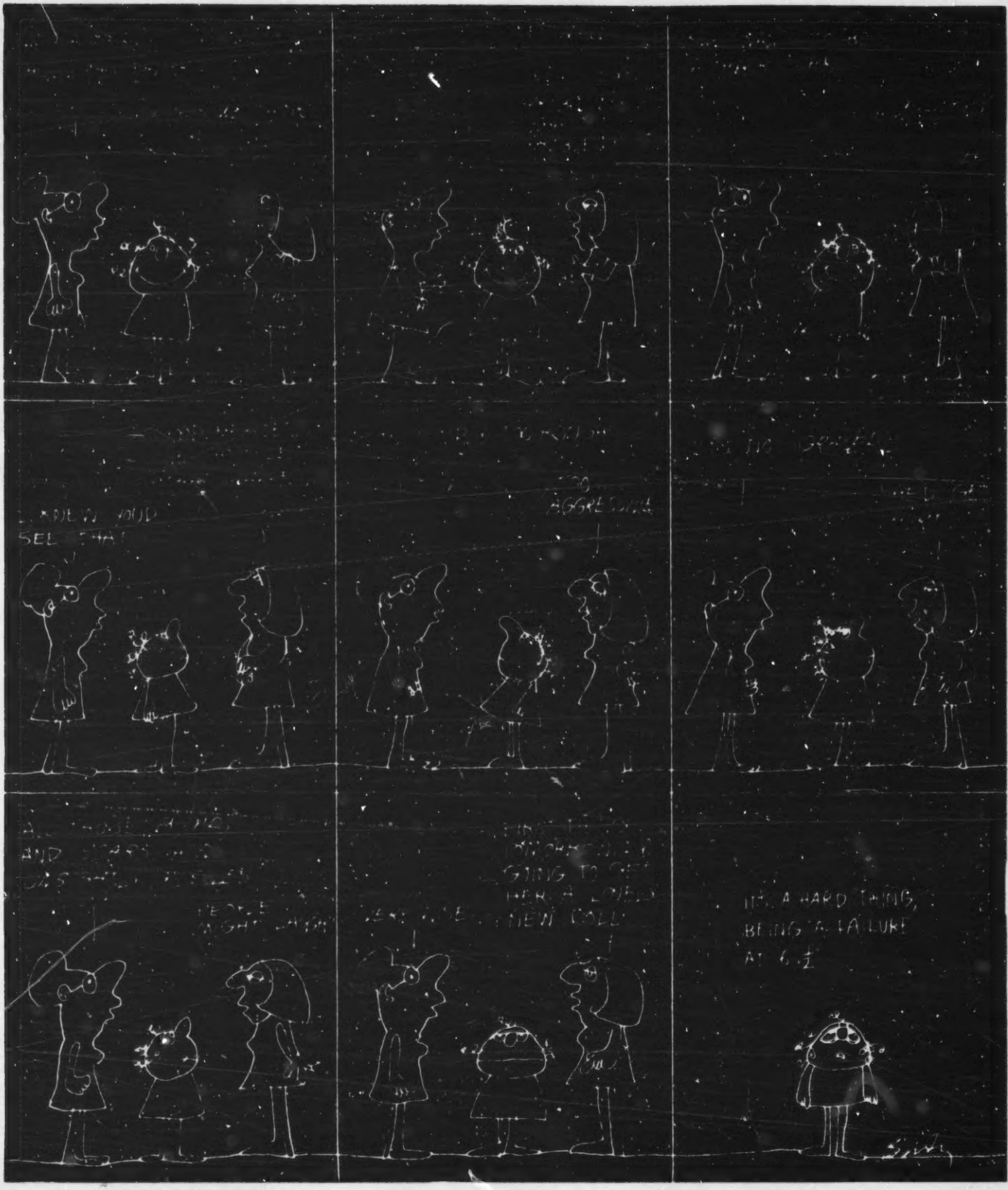

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WOMEN'S EQUITY ACTION LEAGUE EDUCATIONAL AND LEGAL DEFENSE FUND

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202/638-1961

TITLE IX PROHIBITS SEX DISCRIMINATION

YOUR RIGHTS UNDER THE LAW

You have a right not to be discriminated against on the basis of sex by any educational institution which receives federal funds. This right is provided by Title IX of the Education Amendments Act of 1972. Discrimination is prohibited in all aspects of student programs, including sports, enrollment in courses, tests and admissions. It is also prohibited in all aspects of school employment, including hiring, promotion and pay, and at all levels of employment.

Sex discrimination in all aspects of employment is also prohibited by Title VII of the 1964 Civil Rights Act and various state and local fair employment practices laws. The Equal Pay Act prohibits sex discrimination in pay for jobs of substantially similar skill, effort and responsibility. Refer to the enclosed chart of federal laws and regulations for more information.

THE COURT HAS ORDERED BETTER ENFORCEMENT OF TITLE IX

Under a new court order, the Department of Health, Education and Welfare (HEW) must begin better enforcement of Title IX in elementary and secondary schools. The order sets forth specific obligations which HEW must meet and which are outlined below. Therefore, it is important to take advantage of the rights you have under Title IX if you are discriminated against on the basis of sex by an elementary or secondary school. Though the order technically applies only to complaints filed against schools in 17 southern and south central states, HEW has agreed to follow the order throughout the country.

Title IX covers all educational programs and schools at all levels. Although HEW is not presently under court order to use the same timeframes and procedures for handling discrimination complaints and compliance reviews in colleges, universities, and miscellaneous educational programs, you can follow the same procedures for filing complaints and monitoring compliance with the law.

ONE REMEDY FOR DISCRIMINATION UNDER TITLE IX IS FILING A COMPLAINT WITH HEW

A complaint can be filed by the person discriminated against, or by any other person or group on the person's behalf. No form is required, but complaints should include the following information (see model letter in this kit):

- Name and address of the person or group filing the complaint.
- A description of those injured by the discrimination (such as "girls in 7th grade gym").
- If those injured number three or fewer, their names and addresses.
- The name and address of the school alleged to have discriminated.
- Approximate date the discrimination took place and whether it is still continuing.
- Sufficient information about the discrimination to permit HEW to start investigating.

Timeframes for Handling Complaints

For all complaints filed on or after October 1, 1976, HEW must notify the complainant in writing within 15 days of receiving the complaint whether the complaint is complete enough and gives enough information for beginning an investigation. If the complaint is not complete, HEW must tell you what further information is needed.

Within 90 more days, or 90 days after a complaint is made complete enough, HEW must finish investigation of the complaint.

If HEW finds that the school is discriminating, it has 90 more days to negotiate with the school district about eliminating the discrimination. Within that time, the school district must agree to eliminate the discrimination.

Otherwise, HEW has 30 days to commence formal enforcement action which can lead to the school losing its federal funding.

The time limits for HEW action are shortened considerably if the complaint indicates that there is an "emergency," such as a loss of a job or explusion from school.

HEW can delay the time limits for a short period of time if witnesses are unavailable because of summer vacation.

If a special determination is made that HEW has too many complaints to handle, it can postpone handling up to 20% of complaints to the following year. However, it must handle the postponed complaints within the following year.

Procedures for Handling Complaints

During the complaint investigation, HEW must contact complainants and their witnesses and give complainants a full opportunity to present evidence.

HEW must tell you its preliminary findings if you ask and give you an opportunity to present more evidence.

HEW must notify you of its final decision as to whether there was discrimination and, if you ask, must give you a copy of all correspondence with the school about your complaint.

HEW must let you know about its negotiations with the school and give you a chance to comment on them.

WHAT HEW MUST DO ABOUT DISCRIMINATION

Conduct Compliance Reviews

Another remedy is for HEW to conduct a "compliance review" of the discriminatory school or school district. Each year, HEW will investigate some school districts to determine whether they are complying with Title IX. Each year, HEW will give notice of its plan for such investigations in the coming year. You can comment on the plan and suggest changes.

HEW must handle compliance reviews according to the same timeframes for complaints. The 90 days for investigation begins to run when the on-site investigation starts. A few compliance reviews each year are exempted from these time limits.

HEW must permit all interested persons to present evidence and make their views known when it conducts a compliance review. Keep informed about whether HEW is conducting a compliance review at your school, and if so, let the investigator know about any discrimination.

Collect Statistical Information

HEW was to have surveyed all school districts in the fall of 1976 and plans to do so every two years. The schools must make the surveys available to the public. You may want to review the surveys to see if they show discrimination.

THE WEAL EDUCATIONAL AND LEGAL DEFENSE FUND was incorporated as a non-profit tax-exempt organization in 1972. WEAL Fund's goal is to secure legal and economic rights for women by carrying on educational and research projects in the area of sex discrimination, by monitoring the implementation and enforcement of civil rights and other laws, and by initiating and supporting law suits in the field of equal rights. We have received a Ford Foundation grant to support our intern program for students and other individuals. Project activities include analyzing women's access to fellowships and training opportunities, developing a sports clearinghouse, working on the Decade for Women World Plan of Action, monitoring the status and role of women in the military, and influencing public policy in education and employment by cooperating with other public interest groups.

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MODEL LETTER FOR FILING A COMPLAINT UNDER TITLE IX OF THE EDUCATION AMENDMENTS OF 1972

Your Address
Date

Director, Office for Civil Rights
U.S. Department of Health, Education and Welfare
Washington, D.C. 20201

Dear Director:

I am [We are] hereby filing a complaint of sex discrimination [and race or national origin discrimination, if applicable] against _____ [name and address of the institution]. This discrimination violates Title IX of the Education Amendments of 1972 and other applicable laws.*

The name(s) and address(es) of the person(s) filing this complaint is [are]:

_____.

[The complainant need not be the person discriminated against, and indeed an individual is probably afforded greater protection against possible harassment or retaliation if a group files on behalf of that individual.]

The person [people] hurt by the sex discrimination is [are]:

_____

_____

[Fill in the name(s) and address(es) of the person(s) discriminated against if it is three or fewer people. If there are more than three people, describe them in general. For example, "the part-time faculty members in the College of Arts and Sciences," "the female members of the ski team," or "all the girls in the sixth grade class."]

[over]

*See chart of Federal Laws and Regulations Prohibiting Sex Discrimination. If employment discrimination is involved, other federal, state and local fair employment laws may also be violated. This letter can be modified to serve as a complaint under Executive Order 11246, Title VII of the 1964 Civil Rights Act, the Equal Pay Act of 1963, or Title VIII of the Public Health Service Act.

A description of the sex discrimination I am [we are] complaining about follows:

> [Describe what the institution has done that is discriminatory; the approximate dates when the discrimination took place; whether the discrimination is still continuing; identify by name any people who were the ones who discriminated and describe their position or relationship to the institution; describe how the discrimination took place; and provide some details to explain what happened that was discriminatory. If the discrimination is causing an emergency such as the loss of a job, explain the emergency and underline it. Attach some of the evidence you have such as copies of letters or memoranda which you want to provide. Before the investigation begins you can submit additional information.]

I [We] hereby request an immediate investigation of this complaint and notification of the dates it is to take place. I [We] also request copies of all written preliminary findings of the investigation and of the specific facts upon which such findings are based and a copy of all of your agency's correspondence with the institution pertaining to your determination with respect to the complaint as to whether a violation has occurred.

Sincerely,

_____
[Signature]

Name
Address
Telephone Number

[Suggestion: Unless you want to preserve your confidentiality, send copies of your complaint, without the evidence, to persons with influence on eliminating discrimination. It can be useful to show on the complaint that you sent copies as follows.]

cc: Title IX Coordinator and/or Equal Opportunity Officer
U.S. Senators and Representatives from the state or district where the institution is located
Governor
Selected state legislators
Campus, state or local commission on the status of women
State or local human rights commission
Student and faculty governing bodies
Alumni organizations
Organizations and projects like WEAL Fund and PEER
Local chapters of national women's organizations like WEAL and NOW
Women's caucus of the appropriate professional society
Local and/or state newspapers, with a brief press release describing the action you are taking

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ORGANIZATIONS CONCERNED WITH WOMEN AND SPORTS

AMATEUR ATHLETIC UNION OF THE UNITED STATES (AAU)

Founded to establish rules for amateur sports and to protect amateur athletes from professionalism, the AAU promotes athletic development through competition. The national AAU organization is a union of thousands of local sports clubs organized and run by volunteers. The national organization serves as the governing body for eight Olympic sports and conducts programs in ten other athletic events.

AAU members are active amateur competitors who pay dues between $2.00 and $3.50. For further information and their publications list contact AAU, 3400 W. 86th St., Indianapolis, IN 46268. Ph. 317/297-2900.

AMERICAN ALLIANCE FOR HEALTH, PHYSICAL EDUCATION AND RECREATION (AAHPER)

AAHPER states its goal as improving the quality of life through health, leisure and movement-related activities. An affiliate of the National Education Association, AAHPER is an umbrella organization for seven member associations through which it conducts its programs. Its role is one of support for the programs its members offer. AAHPER conducts no athletic programs, nor does it have any sports facilities. Rather, it seeks to bring sports organizations together to run joint programs, and to provide communication among all groups concerned with sports.

AAHPER is a voluntary membership organization. Dues range from $12.50 for students to $25.00 for professionals. For further information and their publications list contact AAHPER, 1201 16th St. N.W., Washington, DC 20036. Ph. 202/833-5544.

ASSOCIATION FOR INTERCOLLEGIATE ATHLETICS FOR WOMEN (AIAW)

An affiliate of AAHPER, the AIAW is the largest national organization sponsoring college-level athletic programs for women. Membership is open to any college, university or junior college which is accredited as an

institution of higher learning. For its members AIAW provides leadership in maintaining high standards in women's collegiate sports programs, conducts national championships, and sponsors conferences, workshops and clinics. To participate in AIAW competitions, institutions must be members and adhere to AIAW policy. For further information and their publications list, contact AIAW, 1201 16th St. N.W., Washington, DC 20036. Ph. 202/833-5485.

CENTER FOR WOMEN AND SPORT

The Center for Women and Sport, part of the Pennsylvania State University Sports Research Institute, was established to expand research interest in all areas relating to the female involved in physical activity. Specifically, the purpose is to identify and describe the female's response to exercise and sport at all levels of involvement throughout her life span. The physiological, endocrinological, psychological, sociological and biomechanical aspects will be included. In general, the intent of these research pursuits is to reduce ignorance and misconception about what happens to the female in vigorous and competitive physical activity.

The Center is not concerned with collecting data relating to Title IX or policy regarding the participation of girls and women in athletics. For further information contact Professor Dorothy V. Harris, Center for Women and Sport, White Building, University Park, PA 16802. Ph. 814/865-7591.

COLORADO GIRLS' AND WOMEN'S SPORTS COMMISSION (CGWSC)

Supported by a federal grant from the Women's Educational Equity Act, the CGWSC is designed to coordinate information and improve the channels of communication which will expand opportunities and encourage participation in sports for all Colorado girls and women. The Commission has developed a network of 15 regional coordinators who serve as local resource people and has established a Central Listing Service of sports activities. It publishes a newsletter and sponsors events spotlighting women's participation in sports. The special needs of groups such as the handicapped, minorities and senior citizens are part of their program. The CGWSC hopes it will serve as a model for other states. For further information contact CGWSC, State Services Building, 1525 Sherman St., Room 600C, Denver, CO 80203. Ph. 303/892-3679.

NATIONAL ASSOCIATION FOR GIRLS AND WOMEN IN SPORTS (NAGWS)

An affiliate of AAHPER, NAGWS serves the interests of teachers, coaches, officials, athletic administrators, trainers and sports directors at all levels. Services include special interest publications, official guides and rulebooks and professional conferences. Within the NAGWS is the AIAW, which regulates standards for women in intercollegiate athletics. For further information and their publications list contact NAGWS, 1201 16th St. N.W., Washington, DC 20036. Ph. 202/833-5544.

NATIONAL ASSOCIATION OF INTERCOLLEGIATE ATHLETICS (NAIA)

The NAIA, designed to serve small four-year colleges, is a national, multi-sport organization. NAIA philosophy maintains that sports are an important part of a complete educational program, but that athletics should be given no greater emphasis than other aspects of education. While compliance with Title IX is causing problems and confusion, the NAIA is trying to provide information and instruction. Affiliated with the AAU, the NAIA tries to participate in the national governing bodies of each sport in which it has a program. For further information, contact NAIA, 106 West 12th St., Kansas City, MO 64105. Ph. 816/842-5050.

NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA)

The NCAA is a national association which serves as a discussion, legislative and administrative body for the nation's universities and colleges in matters of intercollegiate athletics. It establishes standards for competitive events, sponsors national championships, formulates, publishes and disseminates rulebooks, negotiates television contracts for sports coverage and cooperates with other athletic organizations to promote international competition. The NCAA has not in the past and does not now offer athletic programs for women. The NCAA has filed a suit against the Department of Health, Education and Welfare challenging the Title IX regulations. The AIAW has joined the suit with HEW in support of the regulations. For further information, contact NCAA, P.O. Box 1906, Shawnee Mission, KS 66222. Ph. 913/384-3220.

NATIONAL FEDERATION OF STATE HIGH SCHOOL ATHLETIC ASSOCIATIONS (NFSHSAA)

NFSHSAA consists of the 50 individual State High School and/or Activities Associations. Its programs concentrate on providing services to high school athletes, coaches, trainers and administrators. These services include: dissemination of rulebooks, training manuals and teaching aids, representing views of high schools before national and international sports organizations and all levels of government, writing and interpreting rules of competition, and offering examinations for certifying officials. NFSHSAA does not regulate high school programs, but works to implement, rather than innovate, high school sports policies. NFSHSAA has acted to prevent outside organizations from imposing policies on interscholastic athletic activities. For further information contact NFSHSAA, 400 Leslie St., Elgin, IL 60120. Ph. 312/697-4100.

NATIONAL JUNIOR COLLEGIATE ATHLETIC ASSOCIATION (NJCAA)

NJCAA is the only national organization for intercollegiate athletics that provides championships for both men and women. Because of this, the NJCAA tries to develop and maintain rules that apply equally to both sexes. Membership in the NJCAA is limited to junior colleges and comparable institutions. Basically, this organization endeavors to promote sports participation by all students and emphasizes the role of sports as part of the total educational experience. For further information, contact NJCAA, P.O. Box 1586, Hilton Inn, Hutchinson, KS 67501. Ph. 316/663-5445.

OUTDOOR WOMEN

Outdoor Women is a new national organization which encourages women to enjoy outdoor sports, provides women who already pursue these interests with activities that bring them together with others, and promotes conservation. The group publishes a monthly newsletter and organizes outings, trips and workshops for women who enjoy or who would like to learn skills in outdoor sports such as fishing, boating, camping and backpacking.

Local Outdoor Women chapters now exist or are forming in Washington, DC, Lansing, MI, Los Angeles, and Chicago. Membership, which is open to women of all ages, is $6.00 to $12.00 per year. For further information contact Outdoor Women, 500 12th St. S.W., Suite 810, Washington, DC 20024. Ph. 202/484-3709.

UNITED STATES OLYMPIC COMMITTEE (USOC)

The USOC is responsible for selecting and fielding the United States Olympic team according to the rules imposed by the International Olympic Committee and the International Sports Federations. The traditional role of the USOC has expanded to include two national areas -- the administration of the Pan American games and the raising and allocation of money for the development of amateur sports. Those organizations recognized as national sports governing boards (NGB) have the greatest voting power on the USOC. To be recognized as a NGB, an organization must be open to and governed by members chosen without regard to race, color, creed, religion or sex. For further information contact USOC, 57 Park Ave., New York, NY 10016. Ph. 212/686-1456.

WOMEN'S SPORTS FOUNDATION

The purposes of the Foundation are to promote equal rights and opportunities for women in sports, to educate women and the general public with respect to women's athletic capabilities and achievements, and to encourage women of all ages and skills to become involved in sports activities for their health, enjoyment and personal development. The Foundation proposes to start a Women's Sports Hall of Fame. It maintains a reference library and information center on topics related to women in sports and a film lending library for members. For further information contact Women's Sports Foundation, 1660 South Amphlett Blvd., Suite 266, San Mateo, CA 94402. Ph. 415/574-4622.

YOUNG WOMEN'S CHRISTIAN ASSOCIATION (YWCA)

A council of the 6,000 YWCA clubs in the nation, the National Board of the YWCA is concerned with the general welfare of all women. Goals of the National Board include eliminating all forms of racism, supporting programs and positive social change for women, advancing equal rights and joining together women of all backgrounds in activities which promote individual growth. Membership fees vary from $10.00 to $25.00 per year. Independent of the YMCA, the YWCA encourages social progress in the fields of health, education, culture, leadership and overall physical fitness. For further information, contact YWCA, 600 Lexington Ave., New York, NY 10022. Ph. 212/753-4700.

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Title IX Hearings

The following records of Congressional hearings on Title IX provide background on the intent, interpretation, and scope of coverage of Title IX. Additionally, the testimony of witnesses in the hearings frequently provides insight into various aspects of Title IX, as well as statistics and other helpful information. Copies of the hearings can be obtained by writing either to your Congressional representative or Senator or to the committee which held the hearings.

Hearings on Sex Discrimination Regulations Before the Subcommittee on Postsecondary Education of the House Committee on Education and Labor, 94th Congress, 1st Session. 1975. ("O'Hara Hearings") These hearings, held in June 1975, include the testimony of representatives from women's and men's athletic organizations, student groups, education associations, women's rights organizations, college athletic departments and members of Congress. 664 pages. Free from the Subcommittee on Postsecondary Education, 320 Cannon House Office Building, Washington, DC 20515.

Hearing on House Concurrent Resolution 330 (Title IX Regulation) Before the Subcommittee on Equal Opportunity of the House Committee on Education and Labor, 94th Congress, 1st Session. 1975. ("Hawkins Hearings"). This hearing was held on July 14, 1975 to determine whether several provisions of the Title IX regulation were "inconsistent with the Statute." After hearing and reviewing testimony from various federal officials, representatives from women's groups and representatives from educational institutions, the subcommittee voted unanimously to report to the full committee that these provisions were not inconsistent with the law. 71 pages. Free. Subcommittee on Equal Opportunities, 300 New Jersey Avenue, SE, Rm. 619 HOB Annex, Washington, DC 20515.

Hearings on Prohibition of Sex Discrimination Before the Subcommittee on Education of the Committee on Labor and Public Welfare, United States Senate. 1975. These hearings, held in September 1975, reviewed the proposed Tower amendment (S. 2106) which would have had the effect of exempting the so-called "revenue-producing" intercollegiate athletics from coverage under Title IX. Male and female student leaders, the Association for Intercollegiate Athletics for Women, directors of women's and men's athletic programs, and the National Collegiate Athletic Association presented their views on the amendment. The committee took no action on the amendment. 440 pages. Free from the Subcommittee on Education, 4230 Dirksen Senate Office Building, Washington, DC 20510.

HEW Documents on Title IX

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U.S. Department of Health, Education, and Welfare, Office for Civil Rights. Final Title IX Regulation Implementing Education Amendments of 1972 prohibiting Sex Discrimination in Education. Washington, DC: U.S. Department of Health, Education, and Welfare, Office for Civil Rights, June 1975.

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Blaufarb, Marjorie. Title IX and Physical Education: A Compliance Overview. 1976. Resource Center on Sex Roles in Education, The National Foundation for the Improvement of Education, 1201 16th Street, N.W., Room 804E, Washington, DC 20036. $1.50 prepaid.

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Matthews, Martha and Shirley McCune. Title IX Grievance Procedures: An Introductory Manual. 1976. Resource Center on Sex Roles in Education, 1201 16th Street, N.W., Room 804E, Washington, DC 20036. $4.00 prepaid.

Sadker, Myra and Elsa Bailey. A Student Guide to Title IX. 1977. Resource Center on Sex Roles in Education, 1201 16th Street, N.W., Room 804E, Washington, DC 20036. $1.50 prepaid.

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What Constitutes Equality for Women in Sport? 1974. Washington, DC: Project on the Status and Education of Women, Association of American Colleges, 1818 R Street, N.W., Washington, DC 20009. Single copies free.

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"Revolution in Women's Sports." womenSports, September 1974. Reprint available, womenSports, 1660 South Amphlett Blvd., Suite 266, San Mateo, CA 94402. $1.00.

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All Sports Marketplace, catalog, free, Sports Market Publications, 3335 Edwards Avenue (P. O. Box 4664), Santa Clara, CA 95054.

Mademoiselle Gymnast, published quarterly, $3.00 year, 410 Broadway, Santa Monica, CA 90406.

Sportswoman, monthly, $7.00 year, 3732 Mt. Diablo Blvd., Lafayette, CA 94549.

The Woman Bowler, 10 issues, $2.00, 5301 S. 76th St., Greendale, WI 53129.

Woman Coach, bi-monthly, $6.00 year, P. O. Box 867, Wallingford, CT 06492.

Woman Golfer, 9 issues, $5.00 year, 116 E. 27 St., New York, NY 10016.

Women in Softball, $4.00 year, 2539 Cabernet Way, Rancho Cordova, CA 95670.

Women's Track and Field World, monthly, $4.00 year, World Publications, P. O. Box 371, Claremont, CA 91711.

womenSports, monthly, $8.95 year, P. O. Box 4964, Des Moines, IA 50340.

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May 1977

Portions of this bibliography are based upon the work of Margaret C. Dunkle of the Project on the Status and Education of Women. Her cooperation in granting us permission to build upon the materials she identified in Competitive Athletics: In Search of Equal Opportunity is appreciated.

THE WEAL EDUCATIONAL AND LEGAL DEFENSE FUND was incorporated as a non-profit tax-exempt organization in 1972. WEAL Fund's goal is to secure legal and economic rights for women by carrying on educational and research projects in the area of sex discrimination, by monitoring the implementation and enforcement of civil rights and other laws, and by initiating and supporting law suits in the field of equal rights. We have received a Ford Foundation grant to support our intern program for students and other individuals. Project activities include analyzing women's access to fellowships and training opportunities, developing a sports clearinghouse, working on the Decade for Women World Plan of Action, monitoring the status and role of women in the military, and influencing public policy in education and employment by cooperating with other public interest groups.

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SELECTED BIBLIOGRAPHY OF SPORTS BOOKS FOR CHILDREN

NON-FICTION

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Gibson, Althea with Curtis Richard. So Much to Live for. New York, NY: G.P. Putnam's Sons, 1968.
Age 12 and up. Inspiring autobiography of track star Althea Gibson and the many handicaps she conquered.

Gleasoner, Diana C. Women in Sports: Swimming. New York, NY: Harvey House Publishers, 1975.
Age 9-12. The inside stories of five leading women swimmers: Christine Look, Kathy Heddy, Shirley Babashoff, Gail Johnson Buzonas, and Diana Nyad.

Goolagong, Evonne with Bud Collins. Evonne! On the Move. New York, NY: E.P. Dutton and Company, Inc., 1975.
High school and older. Goolagong's story of her trip to the top at Wimbledon and her inside look at the world of women's tennis.

Hollander, Phyllis. American Women in Sports. New York, NY: Grosset and Dunlap, 1972.
Age 12 and up. Concise account of women's participation in sports that covers fifty women athletes in the areas of skiing, horseback riding, golf, track, tennis, bowling, swimming, and ice skating.

Jacobs, Helen Hull. Famous Modern American Women Athletes. New York, NY: Dodd, Mead and Company, 1975.
Age 10 and up. Brief biographies of eight American women who have excelled in bowling, skating, diving, golf, skiing, swimming, tennis, and track.

Jacobs, Linda. Madeline Manning Jackson: Running on Faith. (Black American Athletes series). St. Paul, MN: EMC Corporation, 1976.
Age 9-12. The story of Jackson's great success as a track star and how her religious faith sustained her through difficult periods of her life.

Jacobs, Linda. Women Who Win series, 4 titles in each of the 4 series. St. Paul, MN: EMC Corporation, 1974-1976.
Age 9-12.
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Olga Korbut, Tears and Triumph
Shane Gould, Olympic Swimmer
Chris Evert, Tennis Pro

Women Who Win Series 2:
Laura Baugh: Golf's Golden Girl
Wilma Rudolph: Run for Glory
Evonne Goolagong: Smiles and Smashes
Cathy Rigby: On the Beam

Women Who Win Series 3:
Mary Decker: Speed Records and Spaghetti
Anne Marie Proelli: A Queen of the Mountain
Rosemary Casals: The Rebel Rosebud
Joan Moore Rice: The Olympic Dream

Women Who Win Series 4:
Cindy Nelson: North Country Skiier
Robyn Smith: In Silks
Martina Navratilova: Tennis Fury
Robin Campbell: Joy in the Morning

Kahn, Marjorie. Mother Is a Pitcher. Monmouth, OR (Route 2, Box 128): All of Us, Inc., 1976.
Pre-school. "Get nine women together and what can they do?... Perhaps they'd play baseball. They can and...they do!!" A true story told in rhymes.

King, Billie Jean with Kim Chapin. Billie Jean. New York, NY: Harper and Row, 1974.
High school and older. Includes an account of her childhood, her development as a tennis player, her first Wimbledon singles championship in 1966, and her present pioneering role in women's pro tennis.

Lichtenstein, Grace. A Long Way, Baby: Behind the Scenes in Women's Pro Tennis. New York, NY: Morrow, 1974.
High school and older. Insights based on travels with the tennis players throughout the 1973 circuit reveal how it really feels to be a female pro tennis playe

Meade, Marion. Women in Sports: Tennis. New York, NY: Harvey House Publishers, 1975.
Age 9-12. Short biographies of five great women tennis athletes. Includes background on the role of women in tennis and an explanation of the game itself.

Moffett, Martha. Great Women Athletes. New York, NY: Platt and Munk, 1974.
Age 10 and up. Short biographies of women tennis players, swimmers, golfers, skaters, gymnasts, runners, skiers and equestrians.

Morse, A.P. Tennis Champion, Billie Jean King. Mankato, MN: Creative Education, 1976.
Age 7-10. Simplified version of Billie Jean's tale, complete with great action photographs, which tells the story of the tennis star's rise from childhood athlete to her present status as spokeswoman for women's tennis.

Olsen, James T. Billie Jean King. Mankato, MN: Creative Education, 1974.
Age 7-11. Colorful biography of this talented woman athlete, her success on the tennis courts, her personal life, and her commitment to the development of women's sport, especially women's professional tennis.

Ryan, Joan. Contributions of Women: Sports. Minneapolis, MN: Dillon Press, Inc., 1976.
Age 12 and up. The exciting life stories of Babe Didrikson Zaharias, Kathy Kusner, Wilma Rudolph, Billie Jean King, Peggy Fleming and Melissa Belote.

Sabin, Francene. Women Who Win. New York, NY: Random House, 1975.
Age 12 and up. A look at fourteen great women athletes, including Micki King, Cathy Rigby and Cheryl Toussaint that includes a discussion of what motivates these women in their will to succeed. With photographs.

Stambler, Irwin. Women In Sports. Garden City, NY: Doubleday and Company, Inc., 1975.
Age 10 and up. Brief biographies of twelve women athletes in the areas of track and field, golf, gymnastics, tennis, basketball, racing and skating.

Sullivan, George. Queens of the Court. New York, NY: Dodd, Mead and Company, 1974.
Age 12 and up. Profiles of Court, Goolagong, Casals, Wade and Evert--their styles, attitudes and personal qualities that helped lead them to win. Also includes their tournament records, a historical sketch of women's role in tennis, along with a glossary and list of scoring terms.

Zaharias, Babe Didrikson. This Life I've Led. New York, NY: Dell Publishing Company, Inc., 1945.
High-school and older. Exciting autobiography of an outstanding sportswoman, told in her own words in a vivid and informal style. With photographs.

FICTION

Bagnold, Enid. National Velvet. New York, NY: Morrow, 1935.
Age 9-13. "For the skinny 14-year-old with a passion for horses, it began when she won the Piebald in a village raffle. Nobody else wanted a horse who persisted in jumping every fence. But Velvet wanted him. For in the Pie, she saw the making of a dream--a chance to enter in the greatest race in the world--The Grand National."

Baker, Eugene. I Want to be a Gymnast. Chicago, IL: Children's Press, 1976.
Age 6-9. Picture book. Amy and the rest of the boys and girls at her school learn gymnastic skills and exercises in order to participate in the Parents' Night Program. Many of the movements, cartwheels, rolls and handstands are explained and illustrated.

Burch, Robert. Queenie Peavy. New York, NY: Viking Press, 1966.
Age 9-12. "Long-legged" Queenie Peavy is the only girl in Cotton Junction who can chew tobacco. She can also spit it--and with deadly aim. Funny story of a 13-year-old girl growing up in Georgia during the Depression.

Farley, Walter. The Black Stallion and the Girl. New York, NY: Random House, 1971.
Age 9-12. "Pam drifts into Hopeful Farm and proves herself a brilliant rider as well as a strong and independent personality. She is able to convince a hostile racing world that the place for a woman is wherever she has the ability to put herself.

Gilbert, Nan. Champions Don't Cry. New York, NY: Harper and Row, 1960.
Age 12 and up. Thirteen-year-old Sally is determined to succeed in her goal to be a tennis champion. When she is invited to play in a district tournament in a faraway city, she spends her whole summer babysitting and housekeeping to earn the necessary money. She has bad luck at the tournament, but turns out a champion.

Green, Constance C. Isabelle the Itch. New York, NY: Viking Press, 1973.
Age 9-12. Isabelle is tired of coming in second in the 50 yard dash event at her school's Field Day. She fantasizes about a pair of Adidas for which she is saving in time for the next Field Day.

Hart, Carole. Delilah. New York, NY: Harper and Row, 1973.
Age 7-11. Delilah Bush is almost ten years old and the tallest girl in her class. She plays basketball and drums. If she grows up tall enough, she wants to play center for the New York Knicks.

Hoban, Russell. Best Friends for Frances. New York, NY: Harper and Row, 1969.
Pre-school to age 8. Frances befriends her younger sister in order

to have someone to play ball with since Albert has organized a "no-girls" game. Then Frances and her sister organize a "Best Friends Outing--No Boys."

Jacobs, Helen Hull. The Tennis Machine. New York, NY: Scribners, 1972.
Age 12 and up. At 13, Vicky Clifton is a natural athlete. Her parents arrange for her to learn tennis from a pro, and her father attempts to mold her into a "tennis machine." This novel, written by a former tennis champion, takes an honest look at the world of championship tennis and what it means to those who compete in it at an early age.

Jacobs, Linda. "Winners All" Series. St. Paul, MN: EMC Corporation, 1974.
Age 9-12.

In Tennis, Love Means Nothing.
As an important tennis tournament creeps closer, Laura discovers that the time spent with her boyfriend means time sacrificed from the practice courts.

For One- or for All?
Personal conflict between two girls nearly ruins the chances of their swimming team in an important competition.

Ellen the Expert.
Ellen proves that she is a golf expert, but learns the hard way that she should keep her expert advice to herself.

Go for Six.
Diane lacks both the confidence and the money to participate in skating competitions, but learns to think like a champion.

Kellerhals-Stewart, Heather. She Shoots, She Scores! Toronto, Canada; Women's Press, (280 Bloor Street West), 1975.
Age 8-12. Hilary likes being a girl. She also likes playing hockey, but the two don't seem to go together. Her parents, her brother and her best friend are rooting for her, but in the end it's her own determination to tackle the problem that brings her through.

Knudson, R. R. Fox Running. New York, NY: Harper and Row, 1975.
Age 12 and up. Fox Running learned to run the Indian way--free in the wild, not under the roof of a Cosmodome. She becomes friends with Kathy Hart, an Olympic runner. This is a story of two women athletes and their support for each other.

Knudson, R. R. Zanballer. New York, NY: Dell Publishing, Inc., 1972.
Age 10 and up. Suzanne doesn't want to be a cheerleader or do folk dancing, as her school principal advises. She wants to play football. Circumstances permit, and Suzanne gets her chance to organize a girl's football team.

Langton, Jane. The Boyhood of Grace Jones. New York, NY: Harper and Row, 1972.

Age 10 and up. "Nobody understood why Grace wore an old Navy middy over her dress to school, or why she spent her time climbing trees or practicing exercises for the Girls Leadership Corps. 'She's abnormal,' complained Grace's English teacher. 'She's denying her female role.'"

Merriam, Eve. Boys and Girls, Girls and Boys. New York, NY: Holt, Rinehart, and Winston, 1972.

Pre-school. Picture book. The activities of a group of boys and girls. Together they slide on ice, climb, kick soccer balls, and dream of being deep-sea divers and automobile racers.

Miles, Betty. The Real Me. New York, NY: Alfred A. Knopf, 1974.

Age 8 and up. Barbara Fisher hated slimnastics class. Instead she wanted to take tennis which was only given to boys at her school. Barbara and her friends circulate a petition asking for changes.

Nicklaus, Carol. Katy Rose Is Mad. New York, NY: Platt and Munk, 1975.

Pre-school. Katy's father won't let her play baseball with her friends until she cleans up her room. She's so mad, she decides to hold her breath until she turns blue. And everything she does in anger backfires into something good that pleases her parents.

Parish, Peggy. Play Ball, Amelia Bedelia. New York, NY: Harper and Row, 1972.

Pre-school. Amelia substitutes for a sick boy in the Grizzlie's game against the Tornadoes. The boys teach her how to play baseball, but when it's time to play she gets all mixed up. She literally steals the bases and runs home, but she wins the game!

Rothweiler, Paul. R. The Sensuous Southpaw. New York, NY: G. P. Putnam's Sons, 1976.

Young adults. Sexism in professional sports treated with humor. Eighteen-year-old Jeri "Red" Walker uses disguise to break into professional baseball.

Sawyer, Ruth. Roller Skates. New York, NY: Viking Press, 1936.

Age 9-12. This delightful story takes place in Old New York in the 1890's. Lucinda's parents have gone to Europe for a year, leaving her with Miss Peters. Miss Peters doesn't mind Lucinda's love for roller skating and her tomboyish ways and even allows Lucinda to skate to church.

Stamm, Clauss. Three Strong Women: A Tall Tale from Japan. New York, NY: Viking Press, 1962.

Age 7-9. Forever-Mountain, wrestler of ancient Japan, has a high opinion of his own strength until he meets three women, each far stronger than he. They kindly take over his training with remarkable results.

Towne, Ruth. First Serve. New York, NY: Atheneum, 1976.
Age 10-14. Pat, because of an ugly scar on her face, develops her skill on the tennis court. However, her younger sister, who is pretty and feminine, finds out that she too has a natural ability for tennis with possibilities of becoming a pro. A showdown tennis match between the sisters is inevitable.

Walden, Amelia Elizabeth. Basketball Girl of the Year. New York, NY: McGraw Hill, 1970.
Age 12 and up. The story of Greenport High School's co-captain of the girl's basketball team, and her deep and close friendship with the other players on the team.

Walden, Amelia Elizabeth. Three titles. Philadelphia, PA: The Westminster Press.
Age 12 and up.
Escape on Skis. 1975. Olympic woman skier finds mystery and adventure in Zermatt.
Go, Phillips, Go! 1974. High school girl basketball star--troubles on the court and off.
Race the Wild Wind. 1965. Adventure story about a teen-age girl who is an expert skier.

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SELECTED LIST OF AUDIO-VISUAL MATERIALS FOR AND ABOUT WOMEN AND GIRLS IN SPORTS

Compiled by Bert Hartry

Alive and Feeling Great. 13 min.; color; $135 sale, $20 rent; 1975. Harvest A-V, 309 5th Avenue, New York, NY 10016.
Shows elementary and high school girls exercising under the direction of Bonnie Prudden.

Bill of Rights in Action: Women's Rights. 22 min.; color; $295 sale, $22 rent; 1975. BFA Educational Media, 2211 Michigan Avenue, Santa Monica, CA 90406.
A black girl tries out for her high school swimming team and makes it, but the state athletic association rules girls may not compete. The girl hires a woman lawyer who takes the case to court claiming her client is being denied equal protection under the 14th Amendment to the U.S. Constitution.

Billie Jean King's Tennis for Everyone! Series of seven. 10 min. each; color; $130 sale, $12 rent, each. Macmillan/Audio Brandon, 34 MacQuesten Parkway South, Mt. Vernon, NY 10550.
Billie Jean King teaching basic skills and advanced strategies.

For Boys Only is for Girls, Too. 61 min.; color; $30 rent; 1972. Xerox Films, 245 Long Hill Road, Middletown, CT 06457.
This film was made in Czechoslovakia and is dubbed in English. It is about a girl who plays on the local soccer team, disguised as a boy, after another player is hurt. She plays extremely well but comes away feeling that being a girl will always prevent her from doing what she wants.

An Equal Chance through Title IX. 22 min.; color; $18.00 plus postage, rent; $275 plus postage, sale. NEA Sound Studios, 1201 16th Street N.W., Washington, DC 20036 (make checks payable to AAHPER).
Explains the intent of Title IX and helps schools and communities to understand and implement this legislation. The emphasis is on physical education and sports programs and shows boys and girls of elementary and secondary ages in a wide variety of activities.

Girls Sports: On the Right Track. 17 min.; color; $250 sale, $25 rent; 1976. Phoenix Films, Inc., 470 Park Avenue South, New York, NY 10016.
Summarizes the recent changes in girls sports. Through a short history of track and field, with original footage of Babe Didrikson and Wilma Rudolph, we see the limitations placed on women in the past. The new opportunities available today are shown through the experiences of three high school girls--a cross country runner, a shot putter, and a long jumper.

The Great Thirty Mile Horse Contest. 15 min.; color; $190 sale; 1973. Sterling Educational Films, 241 East 34th St., New York, NY 10016.
A girl and her grandmother enter and win a horse race.

Gymnastics Fundamentals for Girls. 15 min.; color; $160 sale; $15 rent; 1967. BFA Educational Media (see above).
Basic movements, methods and techniques. Slow motion and stop action illustrate points.

Hey What About Us?: Sex Role Stereotyping in Physical Activities in Schools. 15 min.; color; $200 sale; $17 rent; 1974. Extension Media Center, 2223 Shattuck Avenue, Berkeley, CA 94720.
Presents situations in which sex-role stereotyping is relatively absent, then depicts a wide range of incidents in which stereotyping often occurs in physical education classes and playground games.

Jockey. 25 min.; color; $300 sale; $30 rent; 1973. Texture Films, Inc., 1600 Broadway, New York, NY 10019.
Portrait of the first woman jockey, Penny Ann Early.

Olga: A Film Portrait. 47 min.; color; $37 rent; 1975. Extension Media Center (see above).
Part I shows Olga Korbut in training. Part II was filmed at an exhibition in Frankfurt, Germany. Part III presents Olga in her hometown.

Olympia, I and II. I, 115 min.; II, 97 min.; black and white; 1936. Phoenix Films (see above).
Leni Riefenstahl's original filming of the 1936 Olympic Games in Berlin.

Portrait of a Champion: Alysa Gould. 12 min.; color; free; 1976. Wheaties Fitness Federation, 9200 Film Center, P. O. Box 113, Minneapolis, MN 55440.
Describes the training routines of Alysa Gould, a high school All-American diver.

Rookie of the Year. 47 min.; color; $550 sale; $55 rent; 1973. Time/Life Films, Eisenhower Drive, Paramus, NJ 07652.
Sharon joins a Little League baseball team when a player is injured. She loves playing but faces hostility from friends, other teams and spectators. Her parents, coach and the team pitcher are very supportive and she scores the winning run.

Slide Programs. 15-20 min., including tapes. Women's Sports Foundation, 1660 S. Amphlett Boulevard, Suite 266, San Mateo, CA 94402.
Three programs for teenage girls, adult women and adult male audiences.

Something Different. 80 min.; black and white; 1963. Impact Films, 144 Bleeker Street, New York, NY 10012.
This film was made in Czechoslovakia. The lives of two women, a housewife and a gymnast, are juxtaposed.

Sugar 'N Spikes. 30 min.; color; 3/4" videocassette, $120 sale; $20 rent; 1/2" videotape, $95 sale; $20 rent. Insight Exchange, Box 42584, San Francisco, CA 94101.
Presents a wide range of attitudes--pro and con--about women and sports. Students, athletes, teachers, lawyers and coaches are interviewed.

Tennis Mothers. 14 min.; color; $225 sale; rent applies; 1976. Carousel Films, Inc., 1501 Broadway, New York, NY 10036.
Perceptive and humorous view of this latest type of parental pressure. Day in the life of 12-year-old girl tennis player.

Track and Field Series for Girls. 15 min. each; color; $200 sale; $10 rent; 1975. Macmillan/Audio Brandon (see above).
Girls demonstrate skills in training and in competition. Three films: Throwing Events, Jumping and Hurdling, and Running Events.

The Volley, Lob, and Overhead. 15 min.; color; $215 sale; $20 rent; 1972. Films Incorporated, 733 Green Bay Road, Wilmette, IL 60091.
Billie Jean King demonstrates the three major tennis strokes.

Volleyball-Dig It. 13 min.; color; $185 sale; $15 rent; 1976. BFA Educational Media (see above).
Kathy Gregory discusses the techniques of volleyball as they are demonstrated by some of the best women players in the United States.

A Whole New Ballgame. 9 min.; color; $125 sale; $10 rent. BFA Educational Media (see above).
How an adult affects the attitudes of girls and boys playing football together.

Women in Sports Series. 22 min. each; $300 each sale; $30 each rent; 1975. Paramount Oxford Films, 5451 Marathon Street, Hollywood, CA 90038.
Kiki Cutter Beattie. Skiing.
Billie Jean King. Tennis.
Barbara Roquemore. Parachuting.
Joan Weston. Roller Derby.

Women's Basketball: Jump Ball. 15 min.; color; $210 sale; $19 rent. BFA Educational Media (see above).

The film follows a coach and her team through practice drills, game preparation, and actual tournament play.

Women's Gymnastics: National Compulsory Routines 1976-1980. A series, 20 min. each; 1976. Athletic Institute, Room 705 Merchandise Mart, Chicago, IL 60654.

Advanced Level Class I Events.
Intermediate Level Class II Events
Beginning Level Class II Events.
Instruction in all four compulsory routines in each event.

Young Women in Sports. 15-1/2 min.; color; $215 sale; $19 rent; 1975. BFA Educational Media (see above).

Four high school athletes talk about competing, discipline and themselves as women and as athletes. Teri Sabol (discus), Kyle Gayner (gymnastics), Gayle Butler (track) and Shirley Babashoff (swimming).

Your Move. 22 min.; color; $305 sale; $22 rent; 1976. National Film Board of Canada, Films Incorporated (see above)

Demolishes the myths that sports make girls masculine and stresses the benefits of athletics and exercise.

April 1977

THE WEAL EDUCATIONAL AND LEGAL DEFENSE FUND was incorporated as a non-profit tax-exempt organization in 1972. WEAL Fund's goal is to secure legal and economic rights for women by carrying on educational and research projects in the area of sex discrimination, by monitoring the implementation and enforcement of civil rights and other laws, and by initiating and supporting law suits in the field of equal rights. We have received a Ford Foundation grant to support our intern program for students and other individuals. Project activities include analyzing women's access to fellowships and training opportunities, developing a sports clearinghouse, working on the Decade for Women World Plan of Action, monitoring the status and role of women in the military, and influencing public policy in education and employment by cooperating with other public interest groups.

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weal fund
WOMEN'S EQUITY ACTION LEAGUE EDUCATIONAL AND LEGAL DEFENSE FUND
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EVALUATION SHEET FOR SPORTS KIT

The staff and interns of WEAL Fund are constantly at work revising our kits and developing new materials. In an effort to serve our readers effectively, we are asking for your feedback on this kit. Please fill out the following questionnaire, or send us your comments, criticisms and suggestions. If you can wait to fill out the questionnaire until you have had an opportunity to use the kit, we would get a better sense of its usefulness.

1. How did you learn of the WEAL Fund Sports Kit?

2. How did you use the information in this kit?

3. Below is a list of subject areas included in this kit. Please indicate how you felt about our coverage of each of these topics (e.g., too broad, adequate, overly technical).

   • The importance of sports to women:

   • Title IX information:

   • Sports organizations:

   • Sports bibliography:

   • What you can do:

4. Which pieces in this packet do you think might be omitted from future WEAL Fund Sports Kits?

5. What topics or resources would you recommend adding to future kits?

6. What is your opinion of the overall impact of this kit (e.g. overly broad, generally informative, good overview with adequate resources, too technical)?

7. In what ways has this kit been useful in assisting you to pursue your efforts to combat sex discrimination in physical education and athletic programs in your area?

8. Any additional comments or suggestions?